DOCUMENT RESUME

ED 111 462 JC 750 483

AUTHOR	Hammons, James O., Ed.
TITLE	Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974.
INSTITUTION	Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
PUB DATE	Jun 75
NOTE	179p.; Conference sponsored jointly by the Center for the Study of Higher Education and the College of Education, Pennsylvania State University
EDRS PRICE	MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS	Consultants; Faculty; Faculty Evaluation; Instructional Staff; *Junior Colleges; *Organizational Development; *Staff Improvement

ABSTRACT

The papers and other materials contained in this monograph resulted from the events of the "Planning for Community College Staff Development" conference. Keynote addresses include: (1) a survey of the literature which reflects the present state of the art and points out areas in need of research; (2) critical questions and issues faced by any college attempting to design a staff development program; (3) description of successful staff development programs in large, medium, and small institutions; Discussions of (4) evaluation methods, and (5) the use of consultants; (6) recommendations. One major aspect of the conference was a simulation exercise on staff development designed to provide an experience which would enable the participants to synthesize all they had been hearing from keynote speakers. Participants were divided into groups, and group reports were prepared and presented. Criteria used in judging programs were based on the assumption that staff development programs should be: developmental, democratic, inclusive, supportive, self-evaluative, self-prescriptive, and wide spectrum. Appended are an annotated bibliography, sample community college staff development programs, a conference registration list, and results of an evaluation questionnaire which was administered to participants. (NHM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111462

Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974

James O. Hammons
Editor

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 750 483

Center for the Study of
Higher Education
The Pennsylvania State University

University Park, Pennsylvania

June 1975

CONTENTS

List of Figures		v
List of Tables		vii
Foreword		ix
Preface		xi
Introduction	*James O. Hammons*	xiii
The Literature of Staff Development: Emphases and Shortcomings	*Terry H. Wallace*	1
Questions and Issues in Planning Community College Staff Development Programs	*James O. Hammons* *Terry H. Wallace*	13
Descriptions of Successful Staff Development Programs		27
At a Large Institution	*Muriel Vollum*	29
In a Medium-Sized College	*Harmon B. Pierce*	35
On a Small Campus	*Clyde C. Clements, Jr.*	67
Recommendations for Community College Staff Development Programs	*Walter E. Hunter*	76
Evaluation and Staff Development	*William Toombs*	86
The Use of Consultants	*Harlan Douglas*	94
Simulation Exercise in Designing Staff Development Programs	*Walter E. Hunter* *James O. Hammons*	101
Simulation Specifications	Recorders	103
Group A		109
Group B-1		112
Group B-2		116
Group C-1		120
Group C-2		123

Appendix A: Community College Staff Development: An Annotated Bibliography *Terry H. Wallace* 127

Appendix B: Sample Community College Staff Development Programs 139

Appendix C: Conference Evaluation 163

Appendix D: Conference Registration List 175

LIST OF FIGURES

Figure 1. A Three-Phase Systematic Instructional Development Model 37
2. Using a Consultant: Steps in the Process 95
3. Staff Development Process 125

LIST OF TABLES

Table 1. Estimated Annual Program Expenditure for Staff Development 1974-75, Burlington County College 49
2. Key to Evaluation Questionnaire 165
3. Adequacy of Preconference Information 166
4. Clarity and Acceptability of Conference Objectives 166
5. Structure and Conduct of the Conference 167
6. Effectiveness of Conference Leaders 167
7. Materials Used in the Conference 168
8. Usefulness and Relevance of the Conference 168
9. Summary of Results for All Six Conference Areas 169

Foreword

The importance of staff and faculty development to all segments of higher education is well documented. However, a literature to support the practice of staff development is meager. The papers and other materials contained in this monograph represent a valuable contribution in closing the gap at the community college level.

Although the proceedings do an admirable job of transmitting the formally presented portion of the conference, they do not reflect that other vital conference ingredient—cross-fertilization of ideas and contact with other professionals—which this conference, by virtue of the large geographical representation of states and institutions, facilitated so well.

We at the Center for the Study of Higher Education are delighted to have the opportunity to sponsor the conference and this publication, and we plan in the coming months to facilitate similar endeavors on topics of interest to community college practitioners.

G. Lester Anderson, Director
Center for the Study of Higher Education

Preface

In the summer of 1974, the Center for the Study of Higher Education, in conjunction with the College of Education of The Pennsylvania State University, sponsored the conference on community college staff development programs reported in this volume. The rationale for such a conference is well stated in Terry O'Banion's preface to *Teachers for Tomorrow:*

> The quality of education in the community-junior college depends primarily on the quality of the staff. Community-junior colleges can enroll increasing numbers of students; they can house these students in attractive, modern facilities; but all these will avail little if their staff is not highly competent and well-prepared for the unique task assigned to them by this new venture in higher education.

Further evidence of the importance of the topic is contained in the 1973 report of the Assembly of the American Association of Community and Junior Colleges which contains the following statement on staff development in community colleges:

> This Assembly urges in the most vigorous terms that community and junior colleges accept staff development as a first-rank priority and give to it the same total institutional commitment that is accorded to its other programs and curriculums.

Given these clear statements of need together with personal observations and contacts nationally in the community college field, these seven objectives for a conference specifically oriented to persons responsible for designing, implementing, and evaluating staff development programs were developed:

1. To share ideas and experiences
2. To explore problems and issues in planning staff development programs
3. To determine ways of defining community college staff development needs
4. To develop strategies for implementing in-service programs
5. To learn procedures for evaluating the effectiveness of staff development programs
6. To improve colleges' abilities to use consultants effectively
7. To gain experience in planning staff development programs.

With these objectives in mind, topics were selected which matched the objectives, and a search was made to locate resource persons who could contribute to accomplishing the objectives. Each of the speakers and resource persons was selected on the basis of previously demonstrated experience and ability in staff development. In addition, each was selected to be representative of different-sized institutions in order to further meet the diversity of staff development needs represented by those attending the conference.

However, the most important persons at any conference are the participants, and the conference attracted people from 19 different states and 2 Canadian provinces. The geographical sites, combined with the range in experience, represented a healthy interchange on virtually any topic.

At the end of the conference, each participant completed an evaluation form designed to evaluate this conference and to assist us in planning future conferences. In general, our objectives were achieved, and we also learned a great deal that will help us in the future.

Perhaps this would be an appropriate place to extend a special word of thanks to several persons who assisted in the planning, implementation, and evaluation of the conference and in the production of the conference proceedings. The first of these would be Carol Carberry, who provided invaluable assistance in the initial planning and implementation of the conference. I would also like to acknowledge Diann McVey, without whose typing neither the conference nor the proceedings would have been possible; and Sharon Jaggard, who, when time came to "put it all together," did most of the work. I would also like to extend a special word of appreciation to all the staff of The Pennsylvania State University Conference Center who did an outstanding job, and a special word of thanks to the Center for the Study of Higher Education, who provided moral as well as financial support. And lastly, I express sincere thanks to Janet Bacon, our center editor, who somehow always manages to make us all look good.

James O. Hammons
February 1975

Introduction

James O. Hammons

The papers and other materials contained in this monograph resulted from the events of the "Planning for Community College Staff Development" conference. As a quick glance through the monograph will tell, all materials presented herein relate to the theme of the conference.

The first of these, a paper entitled "The Literature of Staff Development," was prepared by Terry Wallace, Assistant Professor of English at Harrisburg Area Community College and a doctoral candidate in higher education at The Pennsylvania State University. Due to his involvement in another project, Terry, at the time of his presentation, was probably the single most knowledgeable person regarding the literature of staff development in the community college. His paper reflects accurately and succinctly the present state of the art and points out areas in need of research.

In a later paper entitled, "Questions and Issues in Planning Staff Development Programs," Terry and I attempted to point out the critical questions and issues faced by any college attempting to design a staff development program. Since the conference, the paper has been widely circulated and a number of community colleges have reported using it as a basic planning document.

In preparation for the conference, a concerted effort was made to locate representative institutions with well-planned staff development programs and to invite representatives from these institutions to describe their programs. Representing the large community colleges was Dr. Mimi Vollum, Director of Educational Development at Central Piedmont Community College in Charlotte, North Carolina. Central Piedmont has long been recognized as a leader in instructional innovation and, I suspect, the faculty development program described by Mimi is in a large part responsible for this.

Dr. Harmon Pierce, Dean of Instruction at Burlington County College, Pemberton, New Jersey, gave us a detailed look at the many components of the Burlington County College faculty development program. Although representative of the average-sized community college, Burlington's tremendous investment in staff development is much more similar to that of the large institution.

To demonstrate what can be done in a small college on a limited budget, we invited Dr. Clyde Clements, Jr., Director of Program Development at Lake City Community College in Lake City, Florida. The program described by Dr. Clements admirably demonstrated that it is possible to have a viable staff development program in a small college with limited resources.

To aid us in determining the direction our staff development programs should take, we asked Dr. Walter Hunter, Associate Dean, Meramec Community College, St. Louis, Missouri, and a consultant to over 100 two-year colleges, to share his thoughts with us. Due to schedule changes, Dr. Hunter's presentation was cancelled. We present it here for the benefit of all.

One of the most commonly used techniques for staff development programs involves the use of consultants. We were fortunate to have Harlan Douglas, Dean of Instruction at Reading Area Community College, Reading, Pennsylvania, and a widely sought after consultant, to speak to us on the topic of "The Use of Consultants." His paper should provide a useful and enlightening guide to any college considering employing a consultant.

Once a program has been developed and implemented, it should be evaluated, and this was the nature of the presentation by Dr. William Toombs, Assistant Director, Center for the Study of Higher Education at The Pennsylvania State University. In a stimulating presentation, he proposed a number of approaches to evaluating a staff development program.

One of the most beneficial aspects of the conference was the staff development simulation exercise which Walter Hunter and I designed to provide participants an opportunity to experience development of a program for a hypothetical institution. As the recorders' reports indicate, the plans presented were imaginative and well thought out. To make the proceedings as useful as possible, the simulation exercise materials contained in the report represent a revised version based on feedback from participants.

Perhaps the most useful part of the monograph is contained in the appendices. Any college seeking to initiate a staff development program will find Terry Wallace's annotated bibliography (Appendix A) on community college staff development a decided asset. Appendix B reflects the considerable background in staff development represented at the conference, for it contains brief descriptions of the staff development programs at the conferees' home institutions. A quick reading will yield many useful ideas.

At the conclusion of the conference, each participant was asked to complete an evaluation form. As reflected in the summary report (Appendix C), these evaluations show that the conference was well received. We learned a few things from it which will help us with the next one.

THE LITERATURE OF STAFF DEVELOPMENT: EMPHASES AND SHORTCOMINGS

Terry H. Wallace

Assistant Professor of English
Harrisburg Area Community College

and

Doctoral Candidate, Higher Education
The Pennsylvania State University

Gordon Kilpatrick, compiling an in-service education report[1] for El Camino College in California back in 1967, stressed the need for a change in the purpose of staff development from the elimination of preservice deficiencies to the contemporary problems facing faculty on the job. His suggestion was the harbinger of a major shift in the focus of staff development. In fact, it may well be claimed that the emphasis in the literature of staff development on community college in-service education began in 1967. The term in-service must be stressed here, for staff development has long been a concern of the two-year institution. However, staff development in the early 1960s was directed chiefly toward preservice teacher training, and the orientation and assimilation of large numbers of new personnel. The reason for this focus is not difficult to discover. In the sixties, 442 new community colleges opened. The enrollments on two-year campuses across the nation increased 3.3 times, from 750,000 to 2,500,000 students. The employment of professional staff correspondingly tripled from 41,000 to 130,000.[2] Rapid expansion, a teacher shortage, and employment mobility undercut the need for in-service training. It often seemed easier and quicker to attempt to hire staff with the competencies, attitudes, and backgrounds desired by the college, than to retrain and revitalize those already employed.

Yet, as we now know, the boom did not last. Between 1968 and 1974, the rapid expansion of community colleges slowed and stabilized. In some cases, enrollments and professional staff actually declined. The educational job market became glutted; and, with that glut, employment mobility became a phenomenon of the past. With the passing of the boom, the focus of staff development had to change.

Hence, we find concern for in-service education, for keeping existing personnel professionally refreshed and upgraded, surfacing strongly at the end of the last decade. About the same time, national impetus for significant development in in-service education appeared with the passage and funding of the Education Professions Development Act, and with the receipt of significant staff development grants by the American Association of Junior Colleges from various foundations. This growing emphasis on in-service education was quickly reflected in a rapid expansion of research on the subject. Thus, whereas community college personnel in charge of in-service training before 1967 had to rely mainly upon the suggestions and observations of public school and senior college practitioners, they have been able for the last seven years to avail themselves of research developing out of, and indigenous to, the experience of two-year institutions.

My purpose here is to review this research. In discussing it, I have two key objectives: (1) to describe the major emphases of the literature, noting substantive studies in each area, and (2) to delineate significant gaps in the present literature, gaps that need serious attention in the next few years. It should be stressed that my aim is not a labored enumeration of the entire body of research, for what follows is an interpretive supplement to the annotated bibliography compiled for this conference. Thus, much of what I would say in exhaustive enumeration would merely be repetitious. My purpose, rather, is to highlight items in the bibliography, a knowledge of which is essential in approaching the fundamental problems and issues of staff development.

Emphases in the Literature to Date

To begin, our first key concern is to describe emphases of the literature to date. These might usefully be expressed in a number of fundamental in-service training questions: (1) What is needed? That is, what is the nature and scope of the demand for in-service education and what is the nature and scope of the available supply to meet that demand? (2) How do we meet the need? That is, how shall we design national, state, and local staff development programs, both comprehensive, continuous ones and those targeted to solve special problems and meet special needs? (3) What are the overriding problems in instituting in-service education, problems both indigenous to the attempt and problems unique to, or characteristic of, this point in the history of higher education?

In-service Training Needs

Answering the initial question (what is needed?) was recognized as a first-rate priority in the mid-1960s and has remained so up to the present. Roger Garrison's interviews[3] with community college faculty across the nation in 1966 indicated serious concern, on the part of those surveyed, for quality in-service programs aimed at professional refreshment and upgrading. The doctoral dissertations of J. R. Samlin and Clyde Colman,[4] finished about the same time as Garrison's study, contain surveys of national scope that underline the lack of support for, and the inadequacy of, in-service programs then in existence. However, the most substantive early study was AAJC's 1969 national survey of community college administrators,[5] designed to delineate the major areas of in-service training demands, and to expose serious deficiencies in the training supply. An important list of in-service needs was identified and critical gaps in supply were discovered. Since 1969, the most comprehensive summary of needs has been presented by Terry O'Banion in his report entitled, *Teachers for Tomorrow: Staff Development in the Community-Junior College* (1972),[6] presented to the President's Advisory Council for Education Professions Development. His work represents a landmark study on the subject of staff development. Its summary of community college needs, its delineation of current major efforts in preservice and in-service training, and its recommendations designed to meet the various needs of staff in the coming decade make it an essential resource for those involved in planning and directing in-service education programs. A final work of major import, especially as an update of the foregoing studies, is the report on the proceedings of the 1973 AACJC National Assembly on staff development entitled, *Educational Opportunity for All: New Staff for New Students.*[7] This valuable volume of papers by leaders in the field of in-service education touches on such matters as "Differentiating Staff Patterns and Potentials," "Staffing to Meet the Needs of Spanish Speaking Students," "Native American Staff: A Prerequisite to Successful Indian Education," and "A Futuristic Look at Training" by David S. Bushnell (whose recent study *Organizing for Change: New Priorities for Community Colleges* is part of a major attempt to anticipate the leading concerns of, and developments in, the community college through the 1970s).

The needs targeted by the foregoing studies and a number of shorter, less significant works are staggeringly broad in scope and fundamentally important if the community college is to fulfill its mission as the college of the people. Staff need to understand the philosophy, history, and goals of the community college. They need to understand the college's unique educational relationship with the community it serves and the special needs of that community. They need an intimate understanding of the students they teach, counsel, and direct. They need a working knowledge of programmed instruction, testing, measurement, learning theory, and the latest in educational technology. They need a thorough understanding of, and a profound sensitivity to, minority group backgrounds and problems. They need to be made masters of group dynamics and human relations. In short, community college staff need to be retreaded, revitalized, upgraded, refreshed, updated, retaught—yea, transfigured. No small order.

Meeting the Needs

How do we meet the need? That is the second major emphasis the literature has struggled with over the past few years. Terry O'Banion's *Teachers for Tomorrow* again appears to be an essential work here. For those planning staff development programs, his study supplies basic background on the present state of in-service education, the types of training available, the nature of federal and state support, and the role of the graduate institution. His recommendations for a comprehensive, continuing program of in-service education, statewide and college-wide, touching every staff member, and individually tailored to each member's needs represent fundamental considerations for successful staff development. For an update on important staff development events since the publication of *Teachers for Tomorrow*, O'Banion's article, "Teachers for Tomorrow: One Year Later," in the November 1973 issue of the *Community and Junior College Journal* highlights legislative, research, and program growth nationwide.

Statewide Programs. Statewide staff development programs have been regrettably rare in the past decade. However, there have been a few promising developments. The most important has been the model Florida staff and program development effort established in 1967 when the state legislature allocated 3 percent of the state's community college appropriation to be spent annually for such purposes. The model has been variously described by O'Banion in *Teachers for Tomorrow*, by Wetzler Wilson[8] who discussed implementation of the legislation in 1970, and by Harold Kastner[9] who reviewed the system's progress in 1973 after six years of operation. It remains the finest statewide staff development program to date, one that other states unfortunately have been slow in emulating. Recently some action has been evident in New York state that touches on systemwide in-service education. S. V. Martorana[10] has described a model designed with EPDA assistance that is aimed at improving instruction in New York community colleges. A significant aspect of the model is the promotion of greater opportunities for faculty in-service education. Statewide staff development programs, however, remain critically few and much more movement is needed legislatively and administratively in this area.

College-Wide Programs. Some excellent descriptions of comprehensive, continuous, college-wide staff development systems also exist. O'Banion's *Teachers for Tomorrow* again is a primary resource book in this regard, both reviewing models and recommending action on comprehensive in-service education. However, other valuable insights may be gleaned from the observations of the staff development coordinators for Miami-Dade North, Carol Zion and Connie Sutton, on their college's innovative approach to continual professional growth.[11] Another study, Orland Lefforge's *In-service Training as an Instrument for Change*,[12] endorses a comprehensive program with the aims of developing a climate for educational innovation on campus, and for individual initiative in seeking professional development. He also stresses the vital need for evaluation and accountability in the use of in-service funds. The input on in-service education, he asserts, should be measured in terms of the results in increased student learning. Yet, in the area of continuous, comprehensive in-service education, as in the area of statewide staff development programs, the literature remains inadequate, perhaps because the design and implementation of such systems have been slow in evolving. Again, as with statewide programs, the need for more descriptions of successful models remains crucial.

Special Programs. The literature of in-service education is most fertile in its descriptions of what might be called special programs, those aimed at solving some specific campus problem (e.g., lack of awareness of minority group problems and backgrounds) or at educating the staff in new teaching techniques (e.g., the writing of learning objectives). In the modification of staff values and behaviors, a number of challenging models have been presented. One of these, the Dallas Human Relations Lab of El Centro Community College,[13] designed to achieve more open communication and cooperation between administration, staff, and students, suggests one method of coping with a two-year college at odds with itself and its mission. Other models concern themselves with sensitizing white, middle-class, ethnocentric faculty to the cultural backgrounds and educational needs of the "new" student. Andrew Goodrich's 1971 article, "The Now Faculty and the New Student,"[14] discusses the importance of training faculty to a working awareness and a new respect for those from different educational and cultural backgrounds. He examined AAJC's Minority Awareness Workshops and other programs as means to those ends. D. DeNevi presents yet a third model in his article, "Retreading Teachers the Hard Way."[15] He reports on a summer institute for community college teachers which matched them in one-to-one working relationships with the youth of the inner city to intimately acquaint the former with the environment and the human needs of the latter. D. G. Berbert[16] describes a variation of DeNevi's approach, a one-week seminar in Kansas City which put faculty in direct contact with the environments and problems of various racial, ethnic, and counter-culture minority groups. The foregoing are only a few of many experimental and innovative programs designed to change staff values and behaviors.

Program Designed to Educate Staff in Teaching Techniques. The literature is reasonably rich in its descriptions of special programs designed to educate and update staff in new teaching techniques and technology. For instance, Roger Garrison's description of the 1969 AAJC Seminar for Great Teachers[17] has since become a model for regional and state conferences, bringing together highly competent community college instructors to facilitate the transfer of new ideas, and to keep top staff members challenged and refreshed. Another report, one on Danforth's Community College Institute,[18] suggests one basis for fruitful cooperation between the two-year institution and the graduate school by presenting faculty and administrators of the junior college with an opportunity to target a particular campus problem and utilize the resources and expertise of the senior school to solve it. Still another description, a campus-wide program at Columbia Basin College for curriculum reform through the implementation of behavioral objectives, presents a useful model for those contemplating similar experiments.[19] One final example, discussed by J. W. Gilley and T. A. Tollefson, in their monograph, *Products and Productivity: A Perspective on Learning,*[20] reports on an in-service education program to train instructors in the "systems" approach to instruction at Wytheville Community College. Again, these works only scratch the surface of the available literature and the aim here is merely to suggest the variety and extent of research on the subject. If the Carnegie Commission's forecast of a general use of new instructional technologies by the year 2000[21] is correct, the importance of this emphasis of the literature will grow yearly.

Problems of Instituting Quality In-service Training

The third major emphasis of the literature concentrates on the overriding problems in instituting quality in-service training, problems both indigenous to the attempt and problems unique to, or characteristic of, this particular point in the history of higher education. Four of the most critical problems at present seem to be support, graduate schools, retrenchment, and collective bargaining.

Support. The first and most critical problem is that of support, support being defined in terms of both philosophical commitment and concrete funding. O'Banion's *Teachers for Tomorrow* stresses the necessity of commitment from state legislatures, departments of education, community college trustees, administrators, and faculty members in achieving a smoothly functioning, comprehensive staff development program. Funding, which goes hand-in-hand with significant commitment, is so serious a problem that discussions on it are interlaced throughout the literature. For instance, Orland Lefforge in *In-service Training as an Instrument for Change*[22] suggests that two-year colleges explore more vigorously than they have in the past the potential of low-cost, high-yield programs. On another tack, Louis Bender, at the AACJC 1973 Assembly on Staff Development,[23] delineated the latest legislative and funding actions on the federal and state levels and made recommendations for coping with the situation as it stands presently. Funding trends today on the federal and state levels may generally be termed nontrends. They are neither progressive nor reactionary. The picture presented by the literature is one of less than wholehearted commitment to staff development. At worst the response has been cold; at best, lukewarm. Obviously there are other problems in designing and implementing in-service training, but lack of commitment and funding are fundamental. The problem of support is, indeed, one of the first rank.

University Training. A second significant problem lies in the relationship between the graduate school and the community college, when the resources of the former become a necessity in meeting the in-service training needs of the latter. After the question of "Do we have the support and money?" comes that of "Can we find relevant quality training beyond what we ourselves can produce?" The lack of responsiveness of graduate institutions to two-year college needs had become so critical in the late sixties that Derek Singer[24] was moved to suggest the establishment of a community college institute for the preservice and in-service training of personnel. Later, Jay Chronister, in an occasional paper entitled *In-service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution*,[25] delineated the major problems and considerations that those involved in planning community college in-service programs must anticipate in working with upper level schools. Finally, in the last two years, descriptions have begun to appear of model cooperative relationships between junior and senior institutions. Danforth's Community College Institute has already been mentioned in this regard. Another example, discussed by Charles Atwell and Robert Sullins,[26] examines an equal partner relationship between New River Community College in Southwestern Virginia and Virginia Polytechnic Institute and State University. One last relationship, briefly described by Bob Miller,[27] reports on a program developed by Tarrant County Junior College District whereby staff can receive graduate training at any of seven different universities with a minimal time spent in residence. While the literature is not nearly substantial enough on this problem, significant progress is being made, in part a reflection of a changing attitude towards, and a greater responsiveness to, the community college on the part of graduate institutions.

Retrenchment. The third major problem facing community college in-service programs in the seventies—that of retrenchment—is only beginning to receive serious attention in the literature. Raymond E. Schultz's article, entitled "Low Turnover Creates Staff Development Problems,"[28] investigates stabilization and retrenchment as a major phenomenon of higher education in the 1970s. Schultz discusses potential effects on staff development and makes suggestions for implementing in-service activities in the face of stable staffs and retrenched ones. However, the most important study to date is *Faculty Development in a Time of Retrenchment*,[29] published this year by the

Group for Human Development in Higher Education associated with *Change* magazine. It makes valuable observations on the need for increased attention to in-service education due to retrenchment; discusses in detail possible in-service programs, teacher training, the role of experts and consultants, available national resources, and other related matters; and makes key strategy recommendations. Yet, though this volume is a substantive one, much more study is needed on the effects of retrenchment and on successful in-service programs in a retrenched environment.

Collective Bargaining. A fourth and final major problem today lies in the effects of collective bargaining on staff development. The literature is almost totally mute on the subject, aside from a short article by James H. Nelson called "Collective Bargaining: An Instrument for Staff Development."[30] He advocates a shift from agreements that endorse activities believed to result in professional growth to behavioral changes or competencies which can serve as evidence of such growth. However, his glance at the subject presents neither substantial data on staff development under present agreements nor strategy recommendations for establishing significant programs under future agreements. Yet, the fact is: collective bargaining is fast becoming another major phenomenon in the evolution of the community college in the seventies. Over one-third of all public postsecondary educational institutions have adopted a union-line stance in only one decade, a level not reached by the private sector for 37 years.[31] Obviously, the investigation of the effect of collective bargaining on staff development needs to be given first-rate priority.

Gaps in the Literature on In-service Education

The second key objective of this paper is to delineate serious gaps in the current literature on in-service education and, in so doing, to make recommendations for further study. While the literature of in-service training has undergone an increasingly rapid expansion over the last decade, as we have already seen, it comes nowhere near to being exhaustive. In fact, it is clear from what has been said to this point that the role of the graduate school in, and the effects of retrenchment and collective bargaining on, staff development need considerably more attention than they have received to date. Several additional areas need significant study:

1. While several national surveys have been made of in-service needs, more such data is needed on a continuing basis to be able to identify common and recurring needs, to make viable funding decisions, and to do substantive long-range planning.
2. While the literature describes some successful statewide and campus-wide models for staff development, many more are needed. These descriptions should supply guidelines for implementation whenever possible. Furthermore, useful descriptions of in-service models meeting the special problems and potential of adjunct faculty and classified staff are largely nonexistent—a deficiency that represents a critical gap in our knowledge.
3. There is little investigation into the important problems posed by weak or nonexistent commitment to staff development on the part of community college trustees or into useful methods to elicit and strengthen active trustee support.
4. The major problem of funding for staff development has received due notice and review in the literature. However, not enough attention has yet been paid to seeking low-cost, high-return programs.
5. The value of community advisory boards in planning in-service programs needs investigation and models for the successful participation of such boards need to be described.
6. Finally, the present and potential influence and emphasis of accrediting agencies on staff development and in-service education as one indicator of institutional vitality need to be studied.

Clearly, the foregoing list is not comprehensive, but it does suggest that while in-service education may be an idea whose time has come on the community college scene, much research remains to be done before in-service training comes fully into its own.

In conclusion, this review of the literature was not meant to be exhaustive. Its aim has been to delineate the significant concerns of the research to date, to present an introductory survey to some of the substantive work done on these concerns, and to suggest priority areas that need further investigation. Though any review like this tends to be less than exciting, a knowledge of the literature, its emphases and gaps, is imperative if we are not to repeat the errors of the past, painfully discover lessons already well learned elsewhere, and, as the old cliché goes, end up "reinventing the wheel." In short, a thorough knowledge of the literature can serve as a sound springboard to successful staff development.

Notes

[1] Gordon Kilpatrick, *In-service Education with Recommendations Concerning its Implementation in American Junior Colleges* (El Camino, California: El Camino College, 1967).

[2] Richard E. Wilson, "Staff Development: An Urgent Priority," *Community and Junior College Journal* 43 (June-July 1973): 68.

[3] Roger Garrison, *Junior College Faculty: Issues and Problems* (Washington, D. C.: American Association of Junior Colleges, 1967).

[4] "In-service Education in American Public Junior Colleges" (Doctoral dissertation, Illinois State University, 1967); and *Organization and Administration of an In-service Program for Public Junior Colleges* (Doctoral dissertation, University of Nebraska, 1968).

[5] *In-service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators* (Washington, D. C.: American Association of Junior Colleges, 1969).

[6] (Tucson, Arizona: University of Arizona Press, 1972).

[7] Roger Yarrington, ed., *Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges* (Washington, D. C.: American Association of Community and Junior Colleges, 1974).

[8] Wilson Wetzler, "A Breakthrough for Faculty and Program Development," *Junior College Journal* 40 (June-July 1970): 13-15.

[9] Harold H. Kastner, "A System-Wide Approach," *Community and Junior College Journal* 44 (November 1973): 14-15.

[10] S. V. Martorana and others, "Toward Improving the Learning Process," *Community and Junior College Journal* 44 (August 1973): 56-57.

[11] "Integrated In-service Development," *New Directions for Community Colleges* 1 (Spring 1973): 41-51.

[12] (Gainesville, Florida: University of Florida Institute of Higher Education, 1971).

[13] Earl A. Koile and June Gallessich, "A New Edge on Education: The Dallas Human Relations Lab," *Junior College Journal* 41 (March 1971): 31-37.

[14] *Junior College Journal* 41 (May 1971): 26-29.

[15] *Junior College Journal* 40 (April 1970): 6-9.

[16] "Urban Diary: Kansas City," *Junior College Journal*, 41 (May 1971): 18-22.

[17] Roger H. Garrison, "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment," *Junior College Journal* 40 (November 1969): 7-9.

[18] Gene I. Schwilek and Warren Bryan Martin, "Danforth's Community College Institute," *New Directions for Community Colleges* 1 (Spring 1973): 31-39.

[19] R. J. Hardner and D. L. Pratton, "Curriculum Reform Through Behavioral Objectives: Report of an In-service Project at Columbia Basin College," *Junior College Journal* 41 (October 1970): 12-16.

[20] (Durham, N. C.: National Laboratory for Higher Education, 1972).

[21] The Carnegie Commission on Higher Education, *The Fourth Revolution: Instructional Technology in Higher Education* (N. Y.: McGraw-Hill, 1972).

[22] (Gainesville: University of Florida Institute of Higher Education, 1971).

[23] Louis W. Bender, "Governmental Actions Affecting Staff Development," *Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges* (Washington, D. C.: AACJC, 1974).

[24] "Do We Need a Community College Institute?" *Junior College Journal* 39 (October 1968): 36-40.

[25] (Charlottesville: University of Virginia, 1970).

[26] "Cooperative Faculty Development," *Community and Junior College Journal* 44 (November 1973): 32-33.

[27] "Graduate Career Development Center for Community College Personnel," *Audiovisual Instruction* 19 (January 1974): 21.

[28] 1 (April 1973): 22-28.

[29] (New Rochelle, N. Y.: The Group for Human Development in Higher Education, 1974).

[30] *Community and Junior College Journal* 43 (October 1972): 27.

[31] *Faculty Collective Bargaining in Postsecondary Institutions: The Impact on the Campus and on the State.* Denver, Colo.: Education Commission of the States, May, 1972. Report No. 28.

QUESTIONS AND ISSUES IN PLANNING COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAMS

James O. Hammons

Research Associate
Center for the Study of Higher Education
The Pennsylvania State University

Terry H. Wallace

In late November, the 1973 Assembly of the American Association of Community and Junior Colleges, consisting of slightly more than 100 representatives from throughout the community college field, met at Airlie House (Virginia) to consider the topic: "Educational Opportunity for All: New Staff for New Students."

Although much of the discussion at the Assembly centered around the need for faculty to develop new skills for use in meeting the needs of the "new" student, there was agreement that "staff" included all who served in the two-year college, and that the need for training extended beyond the mere acquisition of competencies for serving the "new" student. "What is needed," the Assembly concluded, "is for each college [to] identify its staff development needs in the light of its own missions, its own clientele, and its obligation to the community it serves." Concurring that "the staff of the college is its greatest resource," Assembly participants urged in the "most" vigorous terms that all community and junior colleges accept staff development as a "first rank priority."[1]

As one might expect, the major recommendations of the Assembly were neither unexpected nor new, for the critical need for community college staff development has been a profound and growing concern in educational circles for two decades. The time for debating whether or not a need for staff development exists has passed. The issue is "how." As trustees, deans, presidents, division/department chairmen, and faculty in community colleges across the country are addressing the question "how?" there are a number of questions and issues which should be considered. This paper was written to provide a checklist of those topics. Hopefully, consideration of the following questions and issues prior to initiating a program will significantly improve the results achieved by that program.

1. What answer can be given to staff who ask, "Why do we need a staff development program?"
2. Who will be responsible for doing the planning?
3. How will specific staff development needs be identified?
4. What is the balance between institutional priorities and individual needs?
5. Which staff members should participate?
6. How flexible will the program be?
7. How can staff be motivated to participate?
8. How should the program be scheduled?
9. Who will conduct the program?
10. What instructional technique(s) work(s) best?
11. What publicity should be made of the program and how should the program be disseminated?
12. Should the program be evaluated, and if so, how?
13. How should the program be funded and what other kinds of support, besides funding, are needed?

Staff Development Defined

In the discussion which follows, staff development is defined as in-service programs designed to improve the professional competencies of those already serving in the community college. The article focuses on staff development activities conducted by a college at, or near, its campus. Not included are the wide variety of activities often considered as part of in-service programs such as: one- or two-day orientation activities at the beginning of the school year, sabbatical leaves, short-term leaves, visits to other colleges, attendance at conferences, etc.

Questions and Issues

1. *What answer can be given to staff who ask, "Why do we need a staff development program?"*

The enthusiastic support for in-service education voiced by the Assembly participants, most of whom were not faculty members, often is not shared by the average community college instructor. Due to ten is not shared by the average community college instructor. Due to previous experience, many faculty look upon in-service education in much the same way as some people view their in-laws—something to be endured. Too often, "in-service" is associated with memories of long-winded speeches delivered at inopportune times in crowded classrooms by visitors who make a speech, then run to catch a plane to another consulting job. Faculty are not the only ones with doubts about staff development. Many administrators have memories of fruitless and expensive in-service program failures which "retarded" rather than "improved"; and board members, facing the financial exigencies of the 1970s, can logically be expected to raise penetrating questions. Consequently, the development of a rationale for in-service activities acceptable to faculty, administrators, and trustees is essential.

However, explaining the need for staff development programs should not be difficult. To begin with, the majority of the staff now working in two-year colleges were employed during the rapid expansion years of the 1960s when thousands of new positions were filled by personnel with little or no previous experience in two-year colleges. Further, few if any of them had received specific training to prepare them for their roles, since, at that time, few university-based programs were established for this purpose and the small number in existence were of dubious value.

However, even if the majority of the staff had been graduated from outstanding preservice programs, the need for staff development would remain. At best, graduates are prepared to begin to teach, to counsel, to administer. They are not finished products. Much as an architect is licensed to begin practice, a new faculty member is prepared only to begin to teach. The real task of learning begins with the first day on the job.

The need for staff development is further accentuated by the constantly changing nature of the two-year college. The modern day community college through whose "open doors" have come thousands of so-called "new" students is not the junior college of the 1950s and early 60s. The "now" college serves a new clienteie: the convicted rapist or murderer in the nearby prison; the 50 year old accountant desperately attempting to learn computer programming in order to hold his job; or the 35 year-old housewife who, now that all the kids are in school, is finally ready to begin a career for herself. There is little in the background of present staff to suggest that they are equipped to meet the needs of this new clientele.

Another reason for staff development programs is not unlike the basis for similar programs in business and industry: the need for constant improvement in terms of improved efficiency and effectiveness. Observed instructional deficiencies such as high student failure or attrition are obvious areas for improvement. Not quite so obvious, but of equal importance, are the ineffectiveness of many department heads and the inappropriate career counseling given many students.

However, perhaps the greatest reason for staff development lies not in preparing faculty to teach more effectively, or managers to manage more effectively, but in the need for community colleges and those who work in them to become acclimated to the constant need for change. For, if the past 70 years are any harbinger of the next 70 years, the two-year college of 2044 will not resemble the community college of 1974 any more than the community college of 1974 mirrors the image of the junior college of 1900.

2. *Who will be responsible for doing the planning?*

In initiating a program of staff development, the issue of "who should do the planning?" is bound to arise sooner or later. No one decision is more critical than deciding who is to plan. In fact, it is not being too presumptuous to state that in some situations, the legitimacy in the institution of those who plan a staff development program will more likely determine the success of the program than what is planned. This applies regardless of whether planning is done by a line administrator, a group of administrators, or a committee representing all those who would be participants in staff development activities.

3. *How will staff development needs be identified?*

Closely related to the question of where the responsibility for planning will be vested is the decision regarding how staff development needs will be identified.

It would seem that a logical place to start is the individual staff member, for, in the words of one writer, "Only the instructor can identify the training needs he really wants to meet; only he can implement the changes in his instruction resulting from training; and only he can make the evaluation become an instrument for further development."[2]

Involvement of participants in planning also has the obvious advantage that it helps avoid some of the traditional reasons for staff resistance to in-service programs: indifference or, perhaps more commonly, resentment by staff at not being involved in planning an actiity very directly related to them. On the minus side, the obvious disadvantages of this approach to defining staff needs are the difficulties inherent in going to the constituency on any issue—the time required, the possibility for polarization, etc.

Other methods of determining needs which can be utilized include the development of a list of competencies (e.g. College of the Mainland in Texas), the use of national or regional surveys,[3] or the employment of an outside consultant skilled in in-service education.

Another approach to the problem being used by a few colleges (most notably Miami-Dade in Florida and Central Piedmont in North Carolina) is the establishment of an office staffed by several persons responsible for both determining needs, and planning, implementing, and evaluating staff development programs. Several smaller institutions have elected to create a new position with the title of Educational Development Officer, and have made this individual responsible for all aspects of in-service training.

4. *What is the balance between institutional priorities and individual needs?*

An area often overlooked in early planning for staff development is that of balancing institutional priorities and individual needs. Each institution has certain goals or objectives, although not always clearly formulated, which must be achieved. In-service programs offer a logical and appropriate means by which the staff can acquire competencies needed to fulfill the ever-changing goals of a college.

On the other hand, many individual staff members are aware of areas in which they would like to become more skilled. These staff are willing, often eager, to participate in activities related to their perceived needs. However, they will not be receptive to programs imposed from above which they perceive as being irrelevant to their requirements.

An ideal solution appears to be: (1) to generate logically derived programs of staff development from clearly formulated statements of institutional goals and objectives; (2) to combine these with training needs derived from the identified needs of the total staff of the college; and (3) to derive from this mixture a balanced staff development program which meets both institutional and individual needs.

Unfortunately, this is most often not the case. Institutional goals are seldom stated in terms which can be used to derive means of accomplishment, and staff are rarely inventoried to determine their needs. The result is too many dysfunctional programs or even an eventual confrontation when the needs of the two functions are seen as conflicting. Early consideration of this possibility should lead to avoidance of the problem.

5. *Which staff should participate?*

The question of who will participate is closely tied to what is planned, in a "which-comes-first, chicken-and-egg situation." Does one select content first, then participants, or participants first, then content? These implications aside, there are three basic decisions to be made: (a) Will participation be voluntary or nonvoluntary? (b) Will all staff or only certain groups or categories (faculty, counselors, etc.) be involved? (c) Will only full-time personnel be eligible to participate or will part-time staff also be included?

A recently published report by the Group for Human Development in Higher Education for *Change* magazine offers some insights into the question of volunteers. "Organizers of a faculty development program might start with a small, well-sponsored, carefully organized program designed for those professors who most wish to take advantage of it."[4] The report cautions, however, that "one danger of starting only with volunteer faculty is that they might include a high percentage of professors most disaffected from the institution. The program could thus become known as a haven for misfits."[5]

A similarly "sticky" topic is the focus of staff development. In the past, in-service has referred almost exclusively to faculty-related activities. However, in recent years there has been a growing recognition that staff development is for all staff, from the president to the classified staff.

The issue of involvement of part-time staff is by no means a minor one. Part-time faculty are especially numerous on the community college campus and may well constitute up to 40 percent of the staff in many locations.[6] Although many adjunct staff can benefit from in-service programs designed for full-time staff (e.g., writing learning objectives), each institution should consider the value of in-service activities specifically designed for part-time staff. Specialists from business and industry with little teaching background and experience may benefit significantly from tailor-made staff development programs directed at their particular needs.

6. *How flexible will the program be?*

Ideally, once participants are selected, the needs determined, and institutional priorities communicated, an in-service program can be structured. However, several issues remain: to what extent may individual staff feel free to add to, or subtract from, programs planned for their respective groups? In other words, how much opportunity will there be for staff to suggest plans based on their individual needs? Will there be several options to choose from? Or, will all persons within a particular staff category (faculty, counselors, etc.) receive the same training?

7. *How can staff be motivated to particpate?*

Assuming that all of the questions and issues raised in other parts of this article are resolved, staff development is doomed to failure unless the staff for whom it is planned are motivated to attend. In the experience of the authors, there are a number of questions, which, if satisfactorily resolved, will significantly increase motivation of staff to participate.

A. Will participation in in-service programs count toward promotion and/or increments in salary?

B. Will credit be granted for participation and, if so, will it be institutional or transferable graduate credit?

C. Will participants receive pay for attending?

D. Have institutional expectations been clearly defined? Is participation in staff development expected of all staff members, or is it a voluntary activity?

E. Is satisfactory participation in staff development considered part of the evaluation process?

F. What other recognition and rewards will the faculty member receive for productive professional development?

The answer to this last question is especially important. Released time, opportunities to visit other colleges, or to attend conferences and meetings all can be aspects of a rewards policy which encourages and supports staff involvement in the program.

8. *How should the program be scheduled?*

Regardless of the nature of the program, a number of issues related to the scheduling of in-service activities exist. For example, will programs be scheduled during regular working hours with staff released from obligations, or will programs be held on Saturdays or after regular hours? For group-oriented sessions, will each program be repeated more than once to increase attendance possibilities? Can or should several days for in-service activities during which there are no classes be built into the college calendar? Or, can weekend retreats be planned in which participants meet off campus for a day or two?

Another and very significant decision related to scheduling is that of continuity in the program. Garrison's survey of faculty attitudes reported in "Junior College Faculty: Issues and Problems" found that staff desired in-service education "on a continuing basis."[7] This is in sharp contrast to the majority of programs observed by the authors in which "in-service" is a one-day workshop traditionally held at the beginning of the school year.

A new and as yet undetermined factor in the scheduling of staff development programs is the influence of collective bargaining agreements. An examination of a large number of contracts filed in the library of the Center for the Study of Higher Education at The Pennsylvania State University reveals a wide variance in provisions for staff development. On the one extreme are agreements which are silent on the subject, while others are very explicit regarding the number of "in-service days" which a staff member can be required to attend.

9. *Who will conduct the program?*

In deciding who will conduct staff development activities, thought should be given to the comparative advantages of inside versus outside personnel. Some considerations include: the relatively unbiased viewpoint of an outsider, the difficulty of being a "prophet in one's own country," and the expanded array of outside talent available. On the other hand, an outsider is not "tuned" to the unique aspects of the local situation, usually costs a great deal more, and is often unavailable for follow-up activities. Further, use of local talent can be a morale booster, and is, in the best sense of the word, "staff development."

Needless to say, the final decision regarding who will conduct the program is crucial. This is especially true of first efforts when failure can mean a setback of the entire program for one or two years.

Two of the most common mistakes in selecting outside resource persons are the failure to adequately check out credentials and the tendency to be unduly influenced by a $50 or $100 difference in fees. When compared to the intangible costs of an unsuccessful program, a few dollars spent in telephone calls to other institutions where a potential consultant has worked or the extra expenditure of $50 or $100 a day are negligible.

Subsidiary concerns here include the extent to which nearby graduate schools will be involved with the college in planning in-service programs. Close articulation between graduate and community college educators can be of critical importance in establishing relevant staff development programs that require input beyond the resources of the individual two-year college. As J. L. Chronister has observed, "the cooperative approach should involve the two-year and graduate institution in full partnerships, defining specific needs, evaluating content and methodological approaches to meeting the needs with the unique resources and weaknesses of each kind of institution clearly in mind."[8] The chance for faculty to earn graduate credit for participation in in-service activities is an inviting one and should be considered by planners. The desire for credit has proved a consistent motive for faculty over the years as evidenced by the results of a 1967 AACJC survey.[9]

10. *What instructional techniques work best?*

As has been the case with several other issues, the question of which instructional approach to take can hardly be considered alone. But for the moment, assume that decisions regarding scheduling, content, etc., have been made and that there is considerable latitude with respect to instructional approach. A number of issues remain. Will content be presented using a group mode or an individualized approach? To what extent is the staff to become actively, as opposed to passively, involved? Will an effort be made to match the method of instruction being advocated with the same procedures in the staff development program? For example, in a session related to individualized instruction, will the program be individualized?

11. *What publicity should be made of the program and how should information regarding the program be disseminated?*

All too often dissemination of information to participants about a program is overlooked until the last minute with the result being poor attendance due to previously scheduled activities. Issues to be resolved here are: Who will be responsible for disseminating information? How will it be done? When? Publicity and dissemination issues are not minor ones. The best-planned program is of no use if participants do not know of it in time to attend.

12. *Should the program be evaluated and, if so, how?*

Unfortunately, the old adage, "If it is worth doing, it is worth evaluating," does not usually apply to in-service programs. Consequently, mistakes of the past have been repeated time and again, and programs largely irrelevant and meaningless to participants are continued. In planning staff development programs, attention should be given to the following questions: (a) Will the program, or participants, or both, be evaluated? (b) How will it be determined if the program's objectives have been met? (c) What parts of the program should be continued or deleted? (d) What changes in behavior, both cognitive and affective, occurred? (e) If accountability is part of the in-service program, are there any provisions allowing staff a reasonable right-to-fail in order to avoid stifling attempts at improvement? (f) Will attention be given to developing ways of gathering feedback during the in-service program, rather than waiting until its culmination? (g) How will evaluation be handled? By college personnel or by consultants?

13. *How should the program be funded and what other kinds of support besides funding are needed?*

Two fundamental issues are present here: (a) How will the program be funded? (b) What other visible support will be given to staff development?

In answering the former, consideration should be given to the pros and cons of various ways of funding. Is budgeting for staff development to be a regular part of the budget document or must it be justified each year? Are all funds for staff development to be in one or more separate line items in the college budget, or will each major unit budget for it? In either instance, who is authorized to sign for expenditures? What guidelines, if any, exist? If internal funds for staff development are low, has the institution sought viable alternative plans?

In the financially tight 1970s most colleges may have to plan their programs with an eye to economy. Highly innovative, experimental programs have monopolized the literature in the last 10 years, programs that may well be considered unsuitable with present funding shortages. The monetary input has often been high on these programs; the cost effectiveness low. For the immediate future, staff development may be forced to take a more practical turn and seek low-cost, high-return approaches similar to those suggested by Orland Lefforge in his *In-Service Training as an Instrument for Change.*[10] His suggestions for utilizing in-house expertise, developing regional and state talent pools, and rotating campus personnel, only start to scratch the surface, suggesting the economical staff development program as a valuable area for further examination and research.

The second major question (What other visible support will be given staff development?) presents a number of issues. Are there policies supporting staff development? How does the administration reinforce staff participation? Are staff development activities publicized? Does the president's annual report mention in-service education? Does staff development receive firm support from trustees and state agencies? If support is weak, what measures can be taken to increase trustee and state support?

Support from governing bodies can be crucial to success. If the faculty and its immediate superiors are making a concerted effort to work together for the improvement of instruction through in-service training, they must have the support of trustees and state agencies to produce fully satisfactory results. That support is essential in avoiding fragmented programs, misguided salary schedules that reward mere credit hour collecting, and other policies that can hamstring programs. Trustees, while legitimately concerned with accountability, must allow the faculty a reasonable right to fail if attempts at instructional improvement are not to be stifled. Enlightened state planning in close consultation with community colleges can prevent wasteful duplication, encourage dissemination of services, and move graduate institutions towards greater responsiveness to the two-year college's in-service needs.

Conclusion

The problems, questions, and issues enumerated above are by no means irresolvable or unanswerable. However, their solution requires a firm commitment to staff development, a commitment fully justified by the purposes, objectives, and needs of the community college. In a period of declining enrollments and tightened budgets, the allocation of scarce funds for staff development activities may seem like a luxury. However, if the needs of the new student are to be met, if communication between staff and administrators is to improve, if the newly emerging role of the college in the community is to be realized—in short, if the community college is to continue to adapt to changes in its several missions, then there is no alternative but to engage in a carefully planned program of staff development.

Notes

[1] Roger Yarrington, ed., *Educational Opportunity for All: New Staff for New Students. Report of the 1973 Assembly of the American Association of Community and Junior Colleges* (Washington, D.C.: American Association of Community and Junior Colleges, 1974), pp. 138-150.

[2] Orland S. Lefforge, *In-Service Training as an Instrument for Change* (Gainesville: University of Florida Institute of Higher Education, 1971), p. 3.

[3] Several surveys of national scope provide a good starting point here: *In-Service Training for Two-Year College Faculty and Staff* (Washington, D.C.: American Association of Community and Junior Colleges, 1969); Roger Garrison's *Junior College Faculty: Issues and Problems* (Washington, D.C.: American Association of Community and Junior Colleges, 1967); and Terry O'Banion's *Teachers for Tomorrow: Staff Development in the Community Junior College* (Tucson, Arizona: University of Arizona Press, 1972).

[4] *Faculty Development in a Time of Retrenchment* (New Rochelle, N.Y.: The Group for Human Development in Higher Education, 1974), pp. 84-85.

[5] *Faculty Development in a Time of Retrenchment*, p. 85.

[6] Louis W. Bender and James O. Hammons, "Adjunct Faculty: Forgotten and Neglected," *Community and Junior College Journal* 43 (October 1972): 20-22.

[7] Roger Garrison, *Junior College Faculty: Issues and Problems* (Washington, D.C.: American Association of Junior Colleges, 1967), pp. 41; 46.

[8] Jay L. Chronister, *In-Service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution* (Charlottesville: University of Virginia Press, 1970), p. 8.

[9] Garrison, *Junior College Faculty*, p. 46.

[10] Lefforge, *In-Service Training*, pp. 46-48.

Descriptions of Successful Staff Development Programs

At a Large institution 29
Central Piedmont Community College
North Carolina

In a Medium-Sized College 35
Burlington County College
New Jersey

On a Small Campus 67
Lake City Community College
Florida

STAFF DEVELOPMENT AT A LARGE INSTITUTION

Muriel Vollum

Director of Educational Development
Central Piedmont Community College
Charlotte, North Carolina

At Central Piedmont Community College the staff development activities are decentralized, with each major area (college transfer, etc.) determining its own staff development efforts. Therefore, in my position as Director of Educational Development, I do not have responsibility for college-wide staff development like many of you, rather I plan and conduct those in-service activities that relate to instructional development. I have been asked to talk about some of our in-service staff development and, particularly, to include a description of the "smorgasbord" workshop I conducted at one of our fall faculty conferences.

Smorgasbord Workshop

Our fall faculty conference two years ago included a series of optional activities from which the faculty could select whatever combination suited their interests. I was asked to plan some type of workshop either on behavioral objectives or individualized instruction. The participants would be available for about 80 minutes; I was to repeat the workshop five times to accommodate everyone in the space available. I was working with faculty members who ranged from knowing almost nothing about objectives or the "how-to" of individualized instruction to some who had done considerable development work and knew what behavioral objectives and individualized instruction were about.

I concluded that with these constraints, my best solution was to "practice what I preached" and set up a workshop that would lend itself both to self-pacing and to individualized, self-prescription so that those coming in could do what they wanted to, when they wanted to, and for whatever length of time they wanted to. By converting a large office into a small "theatre"; utilizing the dial access carrels in the hall outside; and setting up an adjacent classroom with several slide projectors, filmstrip projectors, and a reading area, I was able to offer a variety of both print and nonprint resources, each organized into one of seven categories of interest and annotated in the handout the staff received when they arrived. The cover sheet of the handout was as follows:

Smorgasbord Workshop

Welcome to "A Smorgasbord Approach to Individualized Instruction!" While you are waiting for the workshop to begin, you may want to start looking over this "menu" so that you can decide what activity or activities you'd like to spend your time on. You can just try an appetizer and leave early, have a whole meal and stay until the end of this session, or—if you don't have enough time to do everything you want to do—come back for a second helping at any later session for which tickets are still available.

This is a self-instructional workshop with a variety of possible activities:

A Systematic Approach or Individualized Instruction in General
Behavioral Objectives
Objectives Dealing with Attitudes (Affective)
Use of Media
Learning Strategies
Evaluation
Revision Process
How to Prepare Self-Instructional Materials

Each subject category in the handbook offered a variety of activities similar to this sample from the offerings related to behavioral objectives:

Behavioral Objectives

Room 126	See slide/tape program	"Instructional Objectives" (Insgroup). Part 1 concentrates on objectives for the classroom, Part 2 shows how these relate to the organization's objectives. This is probably one of the best ways you could spend your time if your interest lies in this area and you feel you are not an expert yet. (40 min. for both parts; intermission after Part 1.)
Hallway	Work through	"A Programmed Lesson in Objectives Writing" (Chapter 3); a quick, easy way to get the fundamentals if you are a beginner. You may work right in this book and take it with you.
		Self-instructional booklet, "Instructional Ends" by Renee Wescott. Good basic foundation (28 pages).
		Mager's little book "Preparing Instructional Objectives"; the bible on objectives! It's programmed, quick to go through, and gives you the basics.

Booth 8 (Holds 2-3)	Listen to cassette	"Instructional Objectives" cassette. Side 1 explains what a behavioral objective is, where they come from, and why they are useful. Side 2 deals with arguments against objectives.
Hallway	Read	Small book, "Stating Behavioral Objectives for Classroom Instruction" by Norman Gronlund. Practical, quick, easy. Article, "Probing the Validity of Arguments against Behavioral Objectives." If you're bothered by the whole business of objectives, this may answer some of your doubts (or give you some new arguments you hadn't even thought of!) You may take a copy if you like. Booklet "Instructional Objectives" by Harty and Monroe. This self-instructional booklet accompanies the Insgroup film program but is intended for those who want more advanced principles and more depth.
Room 112	Work through filmstrip/tape program	"Analyzing Learning Outcomes" (Vimcet) deals with prerequisite, subtasks or en route objectives and terminal objectives and provides practice in sequencing these. (Be sure you have accompanying worksheet.)
Room 112	See examples (browsing table)	Four-volume set by subject area published by Westinghouse (divided by primary, intermediate and secondary, but many still useful for community college). Subject booklets published by Instructional Objectives Exchange; much more specific than Westinghouse, with sample test items included. Examples of objectives in the various courses displayed.

The participants then could determine from the handout which activity or activities they wanted to select and whether they wanted to concentrate on one area or explore several within the time available. Some returned for more than one session so they could pursue several activities. The workshop proved to be very successful and the faculty seemed to find it a refreshing change from the structured "all-do-the-same-thing" approach which they had expected.

The result of this smorgasbord workshop has been to extend the basic concept of that activity to a permanent site in the LRC where faculty can come at any time on their own and use a variety of self-instructional resources related to instructional improvement. We have designated a corner of the LRC library area as the TLC, which stands for Teaching-Learning Corner, where we have organized the professional library books from the library collection; a wide variety of cassettes, filmstrips, slide/tape programs, etc.; and samples of modules of programs in as wide a variety of courses as we can collect. We maintain an annotated description of all the resource materials in the TLC with enough copies for any faculty person who desires one. On the bulletin board we maintain notices of conferences, copies of interesting articles, newsletters, etc. There are easy chairs for reading and a large work table, with two listening tables nearby that will accommodate 20 earphones. We also use the area for small informal in-service activities which we hold approximately every three weeks. These sessions last for an hour and range over many subjects. Some of the titles from this past year's listings are: The Use and Preparation of Transparencies, Our Handicapped: Implications for Instruction, Student Feedback: How to Get It and What to Do with It, Coping with Reading Problems, The Campus Without Walls Concept, and Use of Our Computer for Testing.

Open-Lab Workshop: Preparation of Self-Instructional Materials

We utilized the week of registration and preparation between quarters for conducting an open-lab type workshop on "The Preparation of Self-Instructional Materials." The workshop opened on Monday with a one-hour session at which time we laid the foundation by defining individualized instruction in a live presentation with transparencies (This proved to be one of the most productive aspects of the workshop), presented the rationale behind it in a slide/tape presentation, explained the open-lab procedures for the workshop, and distributed the first unit of the self-paced materials we were using for teaching the techniques of a "systematic approach." Each participant developed a module throughout the course of the week, working at his own pace either in the workshop room or at a place of his choice. The room was staffed continuously for individual help, and coffee and donuts were available in the room. Additional optional activities were posted for each day (films, discussions, etc.), but we found that only a few participants found the time to go beyond the basics of working through the units and developing their own module. The group met as a whole for two additional large group sessions; the rest of the time they worked on their own or with peers or staff consultants. Although the week was a busy one for faculty, they worked very hard and enthusiastically and evaluated the workshop very positively. One of the most valuable aspects of the week was faculty experience in self-pacing as learners. Many commented that had the workshop not been organized in the fashion it was, they would not have been able to juggle registration, department meetings, etc., and simultaneously participate in this in-service activity. Probably the greatest weakness in the workshop was that we assumed too much in the first session and failed to do adequate orientation to the workshop as a self-paced, open-lab activity. While we were able to correct this quickly, I recommend that anyone conducting this type of workshop for the first time allow plenty of time for orientation and directions to make sure that everyone understands what they will be doing and how. We have learned that teachers as learners are really not very different from our students as learners—they need and deserve the same consideration, guidance, and careful directions!

Quarter-Long Course in Effective Community College Teaching

The most extensive in-service activity we have undertaken was a quarter-long course conducted this past quarter entitled "Effective Community College Teaching." The course consisted of 10 weekly meetings and was designed both to provide an opportunity for discussing issues and developing positive attitudes toward such concepts as the open-door policy, systematic approach, etc., as well as to assist in development of skills for effective teaching. Each participant in the course was given a personal copy of the book, "Toward Instructional Accountability" coauthored by Barton Herrscher and John Roueche. Five of the classes were focused on the following topics with appropriate readings from the book assigned for each: (1) rationale for change, (2) innovative instruction, (3) the concept of learning for mastery, (4) special learning needs of the community college student, and (5) evaluation of student learning and instructional programs.

Dr. Herrscher participated in five sessions in which each topic was dealt with in informal discussion. The additional five classes were devoted to such topics as evaluation and testing, affective objectives, use of overhead projector, and systematic approach utilizing a variety of activities including small group work, optional discussion groups, and hands-on experience. Each participant was provided with a list of suggested optional activities arranged by categories and annotated, and urged to prescribe their own program in consultation with the staff to accommodate their widely varying degrees of background knowledge. Again we found that the competing demands on the time of a faculty person make it unlikely for them to find the time and self-discipline necessary to go beyond the minimum in a noncredit course.

In addition to these activities, those persons who had not already been through a workshop on the systematic approach were given the self-instructional materials used in the "between-quarters" workshop and encouraged to develop a module of their choice. Several faculty members completed this on a self-paced schedule with individualized help from the staff. Again, we found that one of the real values of this type of in-service activity is the learning the faculty person experiences when cast–often for the first time–in the role of a learner in a nontraditional environment. Many commented on this; and one instructor, as part of the anonymous evaluation of the course, wrote:

> The course has been very helpful so far. It is evident that you and your staff have devoted a great deal of thought and energy to make it pertinent. My problem, I think, is that I have not learned how to "take" a course that has no negative motivators such as recitations, tests, etc. The absence of such prods encourages me to procrastinate in the readings, for example. This is beneficial because it is helping me understand my students' point of view toward what they may see as an unstructued learning situation.

This past year we asked for volunteers from the faculty to serve as an advisory committee to educational development, particularly to work with us on planning and evaluating in-service activities. A good representation from a variety of departments responded and we are about to form a new committee for the coming year. We hope we can involve this next committee even more actively so that they assist in many of our staff development efforts, thereby better utilizing the expertise that many of our faculty now have and can share with their peers.

STAFF DEVELOPMENT IN A MEDIUM-SIZED COLLEGE

Harmon B. Pierce

Dean of Instruction
Burlington County College
Pemberton, New Jersey

In his book on the applications of the systems approach to the community college, Barbee outlines seven basic tenets in systems planning.[1] These tenets are:

1. Statement of Objectives
2. Delineation of Constraints
3. Establishment of Measures of Effectiveness
4. Synthesis of Alternate Solutions
5. Establishment of Cost Elements
6. Cost Effectiveness Analysis to Establish Trade-Offs
7. Continuing Evaluation and Feedback

Burlington County College, a comprehensive public community college, is committed to systematic instructional planning based on tenets similar to those outlined by Barbee. Its process consists of the following steps:

1. Make a philosophical institutional commitment to faculty development.
2. Establish the major goals and objectives of the program.
3. Establish cost elements for objectives and view with regard to overall college goals and budget.
4. Reassess objectives in view of constraints and synthesize alternate objectives.
5. Select feasible compromise objectives for each fiscal year.
6. Evaluate the total program at the completion of each annual cycle.
7. Base further program decisions on evaluative feedback.

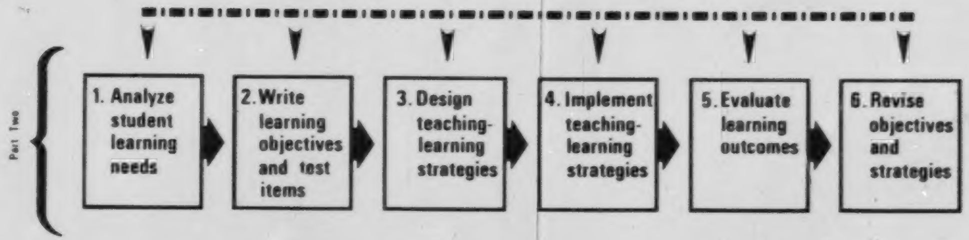
The original 42-page paper presented at the conference is presented here in an edited, shortened form.

This process mandates that instructional technology systems (ITS) in their broadest sense must be understood by the faculty, and a commitment toward implementation must be developed. Instructional technology systems mean more than utilization of such media as the computer, videotapes, and audio-tutorial programs. At Burlington, we believe ITS implementation requires faculty familiarity with the ideas of such educational theorists as Skinner, Bloom, Mager, Popham, and Banathy. It also requires faculty commitment to instruction that has been designed systematically and possesses such characteristics as assessment of student needs, specific learning objectives based on these needs, instructional strategies to help students meet the objectives, and collection of data on student performance which can be used to revise the system (see Figure 1).

Colleges are obligated by law in some states and collective bargaining agreements in others to provide a staff development plan to complement and strengthen performance evaluation policies. The most important reason for the existence of faculty development plans, however, is the improvement of student learning.

At Burlington, we have developed and implemented a plan for faculty development entailing pre- and in-service training, staff support personnel, financial incentives, and professional growth activities. *The overall goal of the faculty development program is the improvement of student learning.* Some faculty-related developmental objectives for accomplishment of this goal are:

1. Through institutionally provided formal and informal training, a cognitive knowledge base concerning the mission and students of the comprehensive community college should be achieved by 100 percent of the full-time faculty and at least 90 percent of the adjunct faculty.
2. Through institutionally provided training and incentives, an appropriate level of implementation of instructional technology systems should be achieved by 100 percent of the full-time faculty and at least 75 percent of the adjunct faculty.
3. Through institutionally provided training and incentives, a demonstrated willingness to implement instructional approaches conducive to learning for the heterogeneous student population should be achieved by 100 percent of the full-time faculty and at least 75 percent of the adjunct faculty.


Part Two
1. Analyze student learning needs
2. Write learning objectives and test items
3. Design teaching-learning strategies
4. Implement teaching-learning strategies
5. Evaluate learning outcomes
6. Revise objectives and strategies

Part One

PHASE I (one or two semesters) a Perform content analysis	a Faculty learn about behavioral objectives b Write tentative objectives c Write at least three test items for each objective	a Write one procedure based on 1 and 2 b Use the tentative objectives in packet format	a Conduct the course using tentative objectives and packets	a Conduct course evaluations b Analyze outcomes of course c Report outcomes	a Decide whether to proceed to Phase II or to repeat Phase I
PHASE II (one year) a Perform student needs	a Analyze and rewrite all previous objectives and add or delete as necessary b Write carefully stated behavioral objectives c Write at least five parallel test items and validate	a Write a comprehensive course syllabus based on previous experience and new input b Design at least two tacks within this course structure	a Implement the new courses	a In each track design and implement an alternate evaluation procedure for each objective b Perform match mismatch analysis on objectives and outcomes c Report results	a Decide whether to proceed to Phase III or to repeat Phase II
PHASE III (two to three years) a Create validated course goals	a Rewrite all objectives to match the validated course goals using task analysis techniques b Review item bank holding revise as necessary	a Write an experimental design which will validate each instructional track within the course of study	a Execute the experimental design on each track	a Implement the evaluation procedure in the experimental design b Report results of each trial	a Repeat Phase III until the learning output is within experimental design operational tolerances

FIGURE 1. A THREE-PHASE SYSTEMATIC INSTRUCTIONAL DEVELOPMENT MODEL

4. Through institutionally provided funding, at least 50 percent of the full-time faculty participate each academic year in some professionally enriching activity, such as travel, further education, professional associations, or special projects.
5. Through institutional stipends, summer grants, load points, and liberal copyright policies, compensation should be available to all qualified faculty for creative development work.
6. Through institutional support services, technical assistance, and special personnel, instructional support should be provided to all faculty in their developmental efforts.
7. Through appropriate institutional personnel, direct and indirect assessments should be conducted concerning the relationship of student learning to the faculty development program and its costs.

Translation of these objectives into the basic implementive elements of this comprehensive development and support plan involves (1) organized training activities; (2) support for education, travel, and other professional activities; (3) incentives for faculty development of instructional materials; (4) establishment of an Instructional Development Center, a Division of Learning Resources, and other personnel supporting faculty development efforts; and (5) budgetary and evaluative consideration. Each of these will be discussed briefly.

Organized Training Activities

The organized faculty training program at Burlington consists of three areas: preservice training for full-time faculty, in-service training for full-time faculty, and in-service training for adjunct faculty.

1. Preservice Training Program for Faculty. All new faculty are given a concentrated, preservice training program with the objective of acquainting them with the college's philosophical foundations and the instructional techniques that they will be expected to adopt. In the five years since the college opened, there have been five preservice training institutes. The first session for the charter faculty was conducted during the summer of 1969. The session was seven weeks long and was designed to give the faculty preliminary training in writing objectives and using different instructional strategies and, also, to allow faculty time to do the initial instructional development work necessary to start fall classes.

This original institute was designed and conducted by the dean of the college with the assistance of several outside consultative specialists. It subsequently became evident that the college needed its own full-time training specialist knowledgeable in the fields of instructional development and educational technology systems if staff training and development were to receive the ongoing emphasis they deserved. The position of Educational Development Officer (EDO) was created, and the staff development and training functions were centered in this office. The EDO position, the evolution of the Instructional Development Center concept, and the additional development position of Supervisor of Testing and Evaluation will be discussed later in this paper.

The second preservice training session, designed by the EDO, was held in August 1970. This session was reduced to three weeks, reflecting greater efficiency in the organization of the training. The second workshop was federally funded under the Education Professions Development Act. The grant provided that an attempt be made to write a model faculty development program that might be used with other colleges. The materials that were produced during this time have since been used by a number of colleges throughout the country.

The third preservice training session was held during August 1971. The workshop was reduced to a two-week session and made extensive use of the kinds of materials used in the 1970 workshop. All subsequent preservice institute sessions have been two weeks long. We find that with annual revisions of materials and improved efficiency gained through experience, we are able to accomplish in two weeks results that originally required seven.

A typical preservice institute schedule (August 1973) is shown in Attachment A at the end of this paper. While in attendance, participants are paid on the regular summer teaching salary scale according to faculty rank.

Each year new faculty evaluate the experience as relevant and highly valuable to them as teachers and professionals, with no lessening of value rankings on one-year follow-up evaluations. On a few occasions, late August emergency hirings have prevented some new faculty from attending the preservice institute. In such cases, a lower level of teaching proficiency and a slower adjustment to the instutition usually prevail throughout the academic year.

The best evaluation of the preservice training program, however, is the fact that our faculty are writing behavioral objectives and are using the alternate instructional strategies offered at the college to assist the students in achieving the objectives.

2. In-Service Training. To complement the intensive preservice training program, the institution also conducts in-service training for faculty. In-house in-service sessions most often are designed and conducted by the Educational Development Officer (EDO) or the Supervisor of Testing and Evaluation (STE), but also have been conducted by visiting consultants. In-service activities have included a series of seminar sessions on topics such as the systems approach to instruction, constructing behavioral objectives and test items that match objectives, acquiring commercially available materials, the use of nonprint media and associated hardware, the cognitive and affective domains, computer-assisted instruction, and special interest workshops in the areas of English composition and science education, in addition to "sharing sessions" in which faculty have discussed their work in order to promote an exchange of ideas among the staff. The faculty are encouraged to work through mediated, independent study programs dealing with "Principles and Practices of Instructional Technology" and with instructional evaluation.

The Division of Learning Resources (DLR) also conducts in-service training to provide the faculty and staff with the varieties of information and skills they require to successfully utilize a systems approach to education and to creatively use the diverse support services offered by the division such as more sophisticated equipment maintained by DLR: the student response system, telelecture, television, audio-visual response units, and automated branch programming devices. While it is formalized within preservice institutes for new faculty, in-service education is regularly provided informally on a one-to-one basis by all of the professional staff members of the DLR. There could, and probably should, be more formal DLR in-service education for faculty, and there are plans to increase this area in the coming year. An incentive for full-time faculty to participate in in-service programs exists in the form of credit toward promotion.

3. Adjunct Faculty Training. Burlington County College annually employs some 50 to 80 adjunct (part-time) faculty members in a variety of disciplines. Student feedback and division chairmen's evaluations of part time staff members indicated that training was needed in such areas as the nature and mission of the comprehensive community college, instructional technology systems, and the improvement of teaching. Adjuncts also needed to become more familiar with the college and the programs and services it offered.

During the 1971-72 and 1972-73 academic years, in-service institutes for these staff members were held each fall and winter semester. Each institute consisted of five three-hour sessions held on sequential Saturday mornings. The syllabus for these sessions was modified and shortened from the preservice institutes, and stressed more immediate needs and short-term development activities as well as orientation to the College. (See Attachment B at the end of this paper.)

Over 85 percent of the residual adjunct faculty have completed one of these institutes, and we now conduct one institute per academic year, largely for new adjuncts. Participants are paid seventy-five dollars if they complete the work assigned during the five sessions. Completion of the institute also is one of the requisites for advancement to senior adjunct faculty status and higher pay.

Participants generally evaluate the experience highly. Most importantly, student ratings of the resultant teaching indicate that the experience is effective in changing faculty behavior and in producing better instruction.

Support for Professionally Enriching Activities

The college provides financial support for faculty to engage in further education, travel, and other professionally enriching activities.

1. Tuition Payment for Graduate Work. The college pays for graduate credits earned by full-time faculty up to the amount of $420 per year, per full-time faculty member.

2. Long-Term Leave. Leaves of absence without pay may be granted for periods of one or more academic years for the purposes of graduate school or other professional growth activities.

3. Short-Term Leave. Subject to available funds, leaves of absence with full pay may be granted for periods up to seven weeks (usually during the seven-week spring or summer term) for the purposes of graduate school or other professional growth activities.

4. Sabbatical Leave. After seven years' employment, a full-time faculty member may be granted a sabbatical leave of one-half year at full pay or one year at half pay. Leaves are granted in recogni-

tion of significant college or community service and for the purpose of encouraging further work or study that will contribute to the professional effectiveness of individuals and the value of their subsequent services to the college.

5. Exchange Teaching Leave. After one year of service at the college a paid leave of absence for one academic year may be granted to participate in an exchange teaching program in other states, territories, or countries or in a cultural program related to the teacher's academic discipline, when such programs include the provision of an acceptable teacher to replace the one on exchange leave.

6. Faculty Travel. Local and long-distance conference and meetings funds are budgeted annually to pay expenses for faculty to travel to and attend professional conferences and workshops. At least one-third of the faculty attend such meetings each year.

Incentives to Faculty for Development of Instructional Materials

The college is committed to the support of all faculty developmental efforts and provides funding, time, and support personnel for assistance. Though most of the materials are produced as a part of the instructor's regular course preparation, specially funded materials production is essential for faculty to exercise developmental and creative competencies for initial development and for continuing major revision of courses and programs, and to emphasize the commitment of the college to systematic instructional development.

1. Faculty Fellowships. A unique feature of the instructional development effort is the faculty fellowship. This is a grant to a faculty member or faculty team to do a specific instructional development project during the summer when the individual (or group) ordinarily is not under a teaching contract. This gives the faculty involved a reasonable summer income and greatly assists instructional development. The commitment of the institution to the faculty fellowship program is best indicated by the fact that $20,000 to $30,000 is budgeted for such funding each summer, usually sponsoring some 12 to 18 projects.

Each year in March, faculty members submit formal fellowship proposals which are screened by a joint faculty-administration committee and ranked in order of priority for available funds. Normally, one-half to two-thirds of the proposals submitted are funded.

2. Released Time. Faculty are allowed released time from their regular instructional loads for developing materials that capitalize on the various modes of instruction. This released time is given with assurance to the division chairman that a specific instructional product will emerge. Monetary compensation is provided by allowing points for instructional development under the faculty work load formula. Examples of such products are independent study materials utilizing linear programming techniques, mediated large group instructional sequences, or audio-tutorial laboratory exercises. During the short term when teaching loads are often lighter, the amount of released time for faculty is greater.

3. Copyright Policy. A college patent and copyright policy grants the faculty certain rights to instructional materials which they develop. It is summarized below:

> Board Policy 902 states that all property rights in books written, teaching aids developed (including workbooks, laboratory manuals, transparencies, tapes, films, and the like) and equipment designed or invented shall belong to the staff member or members who wrote, developed, designed, or invented such items, including any done in conjunction with the teaching assignment or with any extended or released time authorized or directed by the college. Such property rights include the right to publish for private profit; the right to copyright any book, manual, or other appropriate material; the right to negotiate with any person, firm, or corporations for the manufacture of any item; and the right to acquire any obtainable patent rights. Apart from these property rights, Burlington County College shall, to the extent that said item was written or designed in connection with an extended or released time project or program, have a joint property right therein which entitles the college in perpetuity to use or purchase the item regardless of copyrights or patents and exclusive of any royalties, commissions, or other profits. The college also can request financial reimbursement to the extent of its investment in the production of the materials.

It should be noted that the college has never requested reimbursement for its investment in a project, even though it provides extensive professional, technical, and clerical assistance on such projects.

Instructional Development Center

The Instructional Development Center, a facility provided primarily for the faculty, serves as a study and resource center for developmental activities related to instruction. The following personnel and materials are housed in the center and are available at all times to faculty who wish to utilize them:

1. The Educational Development Officer (EDO). The Educational Development Officer is an instructional theorist, planner, and consultant responsible for assisting in the planning, implementation, and validation of systematically developed courses of study. This person works closely with individuals and groups of faculty, division chairpersons, other staff specialists, and the dean of instruction in instructional development efforts. Primary functions of this individual are training of new and current full-time and part-time faculty, consulting with faculty regarding educational research and technology, and the design and validation of alternate learning strategies for instructional projects. In the administrative organization of the college, the Educational Development Officer reports directly to the Dean of Instruction, and performs a function complementary to that of the Supervisor of Testing and Evaluation, whose responsibilities will be discussed later in this paper.

The EDO possesses doctoral level training in educational technology systems design and implementation, media application, and educational research. This person also must possess a personality conducive to serving successfully as an educational colleague and consultant for the faculty.

2. The Supervisor of Testing and Evaluation (STE). The Supervisor of Testing and Evaluation is responsible for the direction and coordination of educational and psychological testing with major emphasis on evaluation of student learning. This person supervises the College Test Center and its personnel, and works closely with teaching faculty, the academic division chairpersons, the Educational Development Officer, the Associate Deans of Instruction, and the Director of Institutional Research. He may also work with members of the Division of Student Development in matters of test selection and administration. His role with regard to faculty is mainly that of a staff member providing developmental and consultive services. In the adminis-

trative organization of the college, he reports directly to the Dean of Instruction, and performs a function complementary to the Educational Development Officer.

The STE holds an advanced degree in educational and psychological measurement and must be able to communicate with and assist many different individuals and groups who often possess little technical knowledge regarding testing and evaluation. The STE also must be sufficiently versed in educational measurement to follow specialized technical discussion and understand detailed statistical information, be knowledgeable concerning criterion-referenced testing, and be sufficiently familiar with project evaluation to be able to assist faculty in and direct institutional efforts toward assessing student learning based upon behavioral objectives.

3. Instructional Programmer/Bibliographer (IP/B). The Instructional Programmer/Bibliographer conducts nonprint media bibliographic searches at faculty request to determine what materials may be available (commercially or from other individuals) which will meet the program requirements for a developing learning sequence. The IP/B, after advising the faculty member or development team concerning availability and utility of materials for their program, can order these materials for them and arrange for a preview before purchase. If materials are unavailable, the IP/B advises the teacher or team on the in-house development and production of whatever is needed, and helps the teacher or team (together with the Educational Development Officer and Coordinator of Media Services) program it into the course design. The IP/B is assigned to the Division of Learning Resources and reports to the Coordinator of Media Services.

4. Professional Library Collection. The professional library collection supports the educational planning and development of each faculty member. It numbers over 1500 volumes and includes a variety of other materials, both print and nonprint, in such areas as program design, instructional technology systems, behavioral objectives, curriculum planning and design, educational and behavioral psychology, educational research, history of education, higher education, the community-junior college, and theory and application of education technology. Also included is an extensive microfiche collection of ERIC documents.

The Division of Learning Resources (DLR)

The improvement of student learning through the application of educational systems and technology places stringent demands upon faculty and the institution at large. If faculty are to develop professionally and utilize their expertise to the greatest instructional advantage, they must be provided with adequate institutional and instructional support. The DLR contributes to this support through the following functions:

1. The Library. While the library is essentially designed for student learning, considerable print and nonprint media for faculty enrichment are provided. Books, nonprint media, and periodicals are purchased at faculty request, and a computerized locator system is employed to help users quickly and simply locate both print and nonprint materials that are already available in-house.

2. Reference Librarian. A full-time reference service provided to students, but also made available to faculty, provides teachers with developmental assistance in research in their subject areas as well as in teaching and learning.

3. Coordinator of Media Services (CMS). The Coordinator of Media Services, an administrative staff member in the DLR, is responsible for serving instructional and institutional program needs in the areas of presentation services, visual illustration, and printing.

Presentation services encompasses instructional television, the electronic student response system, independent study areas, projection services, equipment distribution and maintenance, and audio reproduction; *visual illustration* includes graphic arts, photography, and typography; and *the print facility* provides faculty with completely automated copy service, general printing, and photoduplication.

The CMS also is intimately involved in the design and production of instructional materials, working jointly with faculty, the Educational Development Officer (EDO), and the Supervisor of Testing and Evaluation (STE) in faculty-initiated instructional materials development projects. The CMS assigns production tasks to learning resources personnel; oversees assembly of program components; reviews program components and, if necessary, revises components to meet the instructional needs of the faculty member; plans the implementation procedure; schedules the presentation timetable with learning resources personnel; assesses the program's success after implementation; and makes the necessary programmatic revisions in content and presentation techniques.

The Coordinator of Media Services also directs the following divisions whose functions directly support faculty in their instructional development efforts: graphic arts, photography, print shop, audio production, and video production.

To illustrate the magnitude and priority of these services, the print shop, with more than $250,000 invested in it, is one of the most completely equipped duplicating and printing facilities in southern New Jersey. The staff includes five technicians (a manager, a press foreman, and three pressmen), two clerks, and six student assistants. Weekly output is about 70,000 collated and stapled impressions. The turnaround time for most work is 36 hours, but faculty may get immediate duplication on copy of five pages or less.

Other Personnel Supporting Faculty Development Efforts

The concept of differentiated staffing plays a key role in the college's approach to instruction and faculty development. Full-time instructional staff carry the final responsibility for instruction and student evaluation, but are assisted by a large number of professional and technical staff people. Some have already been discussed, but others include:

1. Director of Instructional Computer Services (DICS). The Director of Instructional Computer Services is responsible to the Dean of Research, Planning and Information Systems. One of the principal functions of this person is to define, develop, and coordinate the operations of those computer services dealing directly with the instructional programs. The Director of Instructional Computer Services is available to faculty for consultation and technical assistance with computer utilization in research projects, curriculum development, instruction, and testing; maintains a library of computer applications in the instructional computer service area; and sees that interested faculty are informed of new developments. His function interfaces with those of the Supervisor of Testing and Evaluation and the Educational Development Officer, and he participates in preservice and in-service training institutes. He also may conduct formal in-service sessions to orient

faculty to instructional computer usage and to new developments in the field.

2. Director of Institutional Research (DIR). The Director of Institutional Research is available to assist faculty in designing and conducting formal educational research projects and to provide institutional research data to faculty as requested, such as information on student profiles.

3. Instructional Assistant (IA). Instructional Assistants are staff members who have special assignments to assist regular, full-time faculty members, but do not have final responsibility for systematic instructional development or for student evaluation. They generally have associate or baccalaureate degrees, hold rank below that of Instructor, and are supervised by full-time faculty members. IAs work as classroom assistants in the independent study areas and in the open laboratories, as well as provide individualized tutorial assistance to students.

4. Technical and Clerical Support Personnel. In addition to the professional staff, the college also provides several types of full-time technical support personnel to assist the faculty. This category includes: faculty secretaries provided at a ratio of about one full-time secretary for each nine teaching faculty; test center clerks and monitors to relieve faculty of time spent administering exams in class; electronics technicians to set up and service media hardware; presentation service technicians to set up and run mediated presentations from remote locations; materials check-out clerks in open labs and independent study areas; and laboratory technicians.

All of these positions help free faculty to perform the type of developmental and evaluation work most advantageous to the learning process and also help the institution maintain a relatively high student/teacher ratio while maintaining high quality learning experiences for the students.

Budgetary and Evaluative Considerations

1. Budgetary Considerations. Obvious constraints to the staff development program are the budget, time available to the faculty and to the staff training specialists, the willingness of faculty to participate

in the voluntary aspects of the program, and the magnitude and quality of faculty output as a function of the personnel and money invested in staff development by the college.

The college places great emphasis on faculty development and commits considerable funds and many personnel to the program. The budgets of some offices such as that of the Educational Development Officer are largely committed to helping faculty grow professionally and develop better instructional programs. Others, such as the Director of Instructional Computer Services, devote a smaller portion of their time and money directly to faculty development.

An estimated annual program expenditure for 1974-75 staff development is shown in Table 1.

The total expenditure can be only an estimate, since our present level of sophistication with program budgeting does not provide a method for exact time allocations for services by each office (assuming such time allocations might be accurately recorded), or for service units such as the print shop to differentiate faculty developmental

TABLE 1

ESTIMATED ANNUAL PROGRAM EXPENDITURE FOR STAFF DEFVELOPMENT

1974-75

Burlington County College

Activity or Office	Annual Dollars
Faculty Fellowships	$ 25,000
Short-Term Leaves	3,000
Tuition Payments	10,000
Preservice Training	6,000
In-service Training	4,000
Faculty Travel and Conferences	10,000
Load Points for Development	5,000
	$ 63,000
Portion of Salary	
EDO	12,000
STE	9,000
IP/B	5,000
CMS	4,000
Dir. Instruc. Comp. Serv.	2,000
Dir. Institutional Research	500
Instructional Assistants	20,000
Technical and Clerical Personnel	15,000
	$ 67,500
Materials and Equipment	$ 20,000
Total	$150,500

printing jobs from other faculty or administrative printing. Also as pointed out earlier, it is often difficult to keep track of faculty time devoted to development activities. However, the estimated total development expenditure of $150,500 comes to slightly less than 3 percent (2.98%) of the 1974-75 institutional operating budget of $5,050,000. This percentage is comparable to the parameters set by the state of Florida model for community college staff development activities.

2. Evaluative Considerations. Generally, overall evaluation has indicated the following indirect measures of success of instructional development:

1. The level of instructional competency at the institution is rated as good to excellent by over 87 percent of all students surveyed in all categories: current, graduated, transferred, dropout, and dean's list.
2. Follow-up surveys of students transferred to senior colleges and universities and employed by industry and government indicate a high level of performance as rated by schools and employers, and a high level of satisfaction by former students with the education provided by the college.
3. Over 90 percent of all students surveyed in the above categories rated their instructors highly and are enthusiastic regarding the systematic approach to instruction implemented at the college.
4. Complaints from students regarding the teaching competency of some adjunct faculty members have decreased markedly when such faculty members have successfully completed an adjunct faculty in-service institute.
5. Student attrition between fall and winter semesters has been reduced from a high of 20 percent in the first years of the college to a stabilized figure of 7.0 to 7.6 percent for the past two years; and the percentage of freshman year students returning to the college for their second year has increased over the same period.
6. The image of the college as a place where excellent instruction exists has been increasingly established within a growing constituency of teachers, administrators, and citizens in the county and state, as indicated by research surveys and informal feedback.
7. Faculty development and the concomitant utilization of instructional technology systems (with differentiated staffing

allowing a relatively high FTE student/FTE faculty ratio, and an average academic year student credit hour production of 1255 hours per faculty member) has allowed the college to operate the instructional program at below the national and New Jersey average cost per FTE, despite the rather large institutional investment in development and instructional support.

8. Full-time and adjunct faculty rank the preservice and in-service institutes highly with regard to the accomplishment of their developmental objectives, and surveys indicate a high degree of internalization of knowledge and desired attitudes by the participants.
9. Faculty who have not experienced preservice or in-service institutes invariably receive, on the average, lower student ratings of their instruction than those who have completed institutes. (These faculty, however, are relatively few in number among full-time staff and complete an institute within one year if they remain with the college. Comparative data on student academic performance, therefore, is somewhat inconclusive.)
10. One hundred percent of the full-time faculty are writing learning objectives and working to implement instructional systems technology in their teaching.

It is, of course, difficult if not impossible to ascertain precisely which of the above general evaluative factors or program components contribute in the most cost-effective way to the accomplishment of the faculty development objectives and to the major goal stated at the beginning of this paper. Based on the overall evaluative results, however, we can continue to believe that 3 percent of the institutional budget is not too much to devote to faculty development. The goal is being achieved. Student learning is being improved.

---

[1] David E. Barbee, *A Systems Approach to Community College Education* (New York: Auerbach Publishers, 1972), p. 69.

Attachment A

Typical Schedule: Preservice Institute New Faculty

Day 1/August 13, Monday

Time	Location	Activity	Presenters
9:00	Staff Dining Room	Coffee	
9:30	Theater CC 104	Welcome to Institution	Dean Instr. (DI)
		Formal welcome and intro. film on college	
10:00	Thea. CC 104	Brief Intro. to Institute	EDO
10:15		Who Are We and Why Are We Here?	Sr. Fac. (SF)
		Participant and staff introductions	
		Discussion of reasons for coming	
11:00–Noon		Tour and Packet	
	Your Office	Packet #1: The Community College: The Concept and its Implementation	
	Stf. D.Rm.	Buffet Lunch	
1:30	Stf. D.Rm.	Packet #1: The Community College: The Concept and its Implementation	
		As an institution—what do we look like?	
		Meaning of community college and its application here	
		"The Community College Student" (slide tape)	
		Student Information	
		Student research information	Dir. Inst. Rsch.
		Dean's list information	
2:30	Stf. D.Rm.	Panel Discussion	
		Community services	Dir. Comm. Srv.
		Admissions	Dir. Adm. & Reg.
		Transfer and counseling	Transfer Counselor
		Off-campus	Asst. Dean Cont. Ed.
4:00–5:00	Stf. D.Rm.	NTL slide tape: a Systems Approach to Individualized Instruction	

Activities are consecutive; therefore, only beginning times are indicated, except where a break occurs.

Day 2/August 14, Tuesday

Time	Location	Activity	Presenters
9:00	Fac./Stf D.Rm.	Coffee	
9:30	Fac/Stf D.Rm.	Introduction to Remaining Sessions on Instructional Development Modes of presentation Background	EDO & SF
9:50	Fac/Stf D.Rm.	Recap. of Systems Approach and Discussion of Instructional Development	DI
		Model and Instructional Systems at Burlington County College	EDO
10:15	Indep. Learning Lab (ILL)	Packet #2: County College Instructional Philosophy Systems approach and grading (slide/tape presentation)	
1:00	Fac. D.Rm.	Presentation of Participants' Goals for Institute	
1:30	Fac. D.Rm.	Discussion	
2:30	Fac. D.Rm.	Meeting with Division Chairmen to Discuss Course Expectations	
3:30	ILL	Packet #3: Course Syllabus	

Day 3/August 15, Wednesday

9:00	Fac/Stf D.Rm.	Coffee	
9:30	Fac. Off.	Discussion of Syllabus Plans with Division Chairman and Educational Development Officer	
10:00 11:00–12:00	Instr. Dev. Cntr. (IDC)	Use of Library for Choice of Texts, etc. Appointments with Judy Olsen	
	Your Office	Preparation of Rough Drafts of Syllabus Syllabus Display—(Faculty)	
1:00	Fac/Stf D.Rm.	Exchange of Packets	
1:30	Your office	Choice of One Large Concept or Set of Unit Topics to Use for Packet Design	

Day 3, cont.

Time	Location	Activity	Presenters
2:00	ILL CA 151	Preparation of a Packet Writing goals Writing rationale Peer exchange Writing behavioral objectives Peer consultation Writing objectives at different levels	DI EDO EDO Super. Test. & Eval. (STE) Div. Chpsn. (DC) SF
Homework		Packet: Criterion-Referenced Testing	

Day 4/August 16, Thursday

Time	Location	Activity	Presenters
9:00	Fac/Stf. D.Rm.	Coffee	
9:30–Noon	Fac/Stf. D.Rm.	Discussion of Behavioral Objectives e.g., Uses Reservations Form	Staff, DC, SF
	Your office	Rewrite objectives; Meet with Educational Development Officer	
1:00	Test Center	Explanation of Computer-Managed Instruction Tour of test center Use of test center	Dir. Instr. Comp. Srv. (DICS)
2:00–4:30	IDC	Packet: "Criterion Referenced Testing" & "Design of Objective Tests & Test Items" Meeting with STE and EDO to discuss test items, test construction, possible test analysis	STE

Day 5/August 17, Friday

Time	Location	Activity	Presenters
9:00	Fac/Stf D.Rm.	Coffee	
9:30	IDC	Continued Meetings STE	STE
11:00–Noon	Your office or Stf D.Rm.	Rewrite of Objectives, Items, etc.	
1:00–2:15	Stf. D.Rm.	Personnel Explanation of benefits, etc. Form completion	
3:00–5:00	Local Pub	HAPPY HOUR—'Charlie's Other Brother' Everyone invited!!!!!	
Homework		Packet: Design of Instructional Modes and Strategies"	

Day 6/August 20, Monday

Time	Location	Activity	Presenters
9:00	Fac/Stf D.Rm.	Coffee	
9:15	Fac/Stf D.Rm.	Introduction to Sessions	EDO
9:30	Large Group Rm. CB-107	Presentation of One Faculty Member's Utilization of Systems and Mastery Approach	SF
10:30–12:00	Large Group Rm. CB-107	Utilization of Large Group Independent study Small group	
1:00–1:30		Choice of Mode	
2:00		Design of Strategies Readings	
3:30–4:00		Recap and Comments, Introduction to next day's activities	EDO DI

Day 7/August 21, Tuesday

Time	Location	Activity	Presenters
9:00	Fac/Stf D.Rm.	Coffee	EDO
9:30		Discussion Seminar, Small Group Freeing up Students	SF
10:30–12:00	E. Campus (EC 203)	Simulation: "They Shoot Marbles" (Example of Simulation Role Play; 80 min.)	SF
		Panel Discussion: Use of open lab simulations, role play, etc.	SF
1:00–4:00		Design Own Materials Meetings with Faculty, Division chairmen, educational development officer	

Day 8/August 22, Wednesday

Time	Location	Activity	Presenters
9:00	Fac/Stf D.Rm.	Coffee	EDO
9:30–12:00		Choice of Strategy Sessions: 1. Self-instructional study guide "Lecturing as Communication: Problems and Potentialities" and additional pages 6–Appendix 2. Listen to self-instructional tape and study guide "Teaching Through Discussion" in CA 151 3. Self-instructional materials: Johnson and Johnson "Assuring Learning with Self-Instructional Packages" OR Rewrite and redesign of existing materials	
1:00–4:30		Design of Your Materials	

Day 9/August 23, Thursday

Time	Location	Activity	Presenters
9:00	Fac/Stf D.Rm.	Coffee	EDO
9:30		Explanation of Division of Learning Resources	Chprsn., Div. Learn. Res.
		Tour of Facilities	
11:00–12:00		Discussion of Available Media; Advantages and Disadvantages of Each	Coord. Media Srv.
1:00		Programming and Bibliographic Services Investigation of Existing Materials Ordering of Materials	IP/B
3:30–4:30		Recapitulation	EDO

Attachment B:

Typical Schedule:
In-Service Institute Adjunct Faculty

Outline of Topics for In-Service Institute

Session I

Introduction to Burlington County College	
a. Introduction of staff	15-20 min.
b. Community college student	60 "
c. Handouts: catalog, dir handbook, etc.	
Break	15 min.
d. Introduction of chairmen Short divisional meetings	20 min.
e. Announcements: homework, handouts, objectives and schedule for workshop	
f. Tour	1 hour
g. Evaluation	15 min.
h. Homework: "Instr. Systems for Student Learning—The BCC Approach"	

Session II

Introduction to session	10 min.
Systems approach to instruction	
a. Definition of terms	15 min.
b. Systems approach and grading at BCC	30 min.
c. Packet vs. package	10 min.
d. Application to particular courses	20 min.
e. Discussion	30 min.
Break	
f. Syllabus, explanation Homework	10 min.
g. Self-instruction packet 1. Overview of a packet 2. Major goals, topics or concepts of a unit 3. Writing the rationale 4. The use of pre & post-testing	1 hour
h. Evaluation	
i. Homework Syllabus Cohen—"Objectives for College Courses" Read course packets Mager, *Goal Analysis*, Ch. 8—"Surprise Endings"	

Session III

Introduction

Packet preparation continued

a. "Specifications and Analysis of Performance Objectives"

b. Use of non-print media
   Sources
   Choice of media

Break

c. Development of unit of instruction
d. "Choice and Design of Learning Activities"
e. Johnson & Johnson, *Assuring Learning with Self-Instructional Packages*
f. Review of guidelines for designing a packet
g. Evaluation
h. Homework
   Criterion-referenced testing
   Testing and types of test items; constructing teacher-made tests

Session IV

Testing, Feedback, & Evaluation
Packet preparation continued

a. Design of test items
b. Feedback and evaluation devices
   Types
   Uses
   Implementation at BCC
c. Evaluation
d. Homework: revise packets

Session V

a. Packet revision; instructional unit revision
b. Packet exchange
c. Final evaluation

Outline of Objectives and Activities for In-Service Institute

Session Objectives	Activities	Location	Demo. & Eval. Method
Session I			
I. Be able to state and/or explain the following:		Fac/Stf D.Rm.	Self-test Group discussion
1. National trend in junior and community college growth	"The Community College Student" (slide-tape presentation)		
2. Concept of community college.	Packet 1 and handout		
3. Terms associated with community college: e.g. comprehensive, open door			
4. Your view of services and expectations necessitated by open door institution	Discussion		
II. BCC Services			
1. Be able to find various locations within institution	Tour	College	Self-test
2. Be able to state where services are located	Tour/Maps		
3. Be able to state what services are availble to faculty	Tour/Discussion Adjunct Question List		
Session II			
III. BCC Instructional Philosophy			
1. Be able to define a systems approach and explain the advantages in using it for: the student the teacher the system	"Systems Approach to Grading at BCC" (slide-tape presentation)	Fac/Stf D.Rm.	Group discussion
2. Be able to state and explain the grading system at BCC	"Systems Approach to Grading at BCC"	Fac/Stf D.Rm.	Group discussion
3. Be able to state and explain the various components of a systems approach as utilized at BCC Syllabus and packets			
4. Be able to state and defend your feelings toward the use of behavioral objectives	Cohen--"Objectives for College Courses"	Fac./Stf D.Rm.	Discussion

Session Objectives	Activities	Location	Demo. & Eval. Method
5. Be able to state and defend your feelings toward mastery learning concepts: a. All students can learn given appropriate time and instruction b. Retesting is valid and valuable	Systems Approach (slide-tape presentation)	Fac/Stf D.Rm.	Discussion Attitudinal pretest/post-test
Sessions II and III			
IV. Implementation of BCC Instructional Philosophy			
1. Be able to design a syllabus for at least one course which you teach	Packet: Preparing a Syllabus	Fac/Stf D.Rm.	Discussion with division chairman and EDO
2. Be able to design at least one packet which includes: Topics Objectives Pretests Activities Posttests Evaluation measures	Designing a Packet Overview of a packet Major goals, topics or concepts of a unit Writing the rationale Use of pre- and posttesting Specification & analysis of performance objectives Choice & design of learning activities		Satisfactory accomplishment of packet guidelines Peer exchange
3. Be able to design at least one unit of instruction which is either self-instructional or defined and includes: Topics Strategies Inputs Practice Testing Revision	Criterion-Referenced Testing Constructing Teacher-Made Tests Johnson & Johnson "Assuring Learning with Self-Instructional Packages"	Fac/Stf D.Rm.	Same as above
Session IV			
1. Be able to design criterion-referenced tests to go with each objective for a unit of instruction	Criterion-Referenced Testing Constructing Teacher-Made Tests	Fac/Stf D.Rm.	Consultation with EDO and STE
2. Be able to implement the BCC faculty evaluation form and consider types of follow-up feedback information that you would like	Feedback Presentation	Fac/Stf D.Rm.	Approach of Div. Chm.

STAFF DEVELOPMENT ON A SMALL CAMPUS

Clyde C. Clements, Jr.

Director, Program Development
Lake City Community College
Lake City, Florida

I want to describe working on staff development in the small, innovative community college that cannot afford a full-time Educational Development Officer.

Lake City Community College is a small college of 2,000 students located in rural north central Florida with an instructional staff of under 100. Yet our college has a long-standing commitment to innovation. The diverse background of the faculty needed to staff the comprehensive curriculum makes staff development paramount. On the technical side, our faculty frequently needs assistance on how to teach their area of expertise. In both the transfer and technical divisions, the faculty needs added exposure to the concept of the open door, the comprehensive curriculum, community services, and understanding the background of the community college student. Instructional strategies to accommodate diverse students, including the use of performance objectives, packaging, computer-assisted instruction, and media support have been staff development priorities this year.

Functions of the Office of Program Development

I am the Director of Program Development. Let me describe the functions of the office:

> The Office of Program Development provides a systems approach to academic improvement that involves faculty committees in cooperation with the President's Administrative Council to establish priorities. By this cooperation all aspects of academic improvement focus on meeting college objectives with an emphasis on meaningful innovation.
>
> The Director of Program Development serves as the professional staff advisor on program development for the college, keeping the president, vice-president, and administrative council advised of trends in extra-budgetary support that might affect

> policy or long-range plans. The Development Officer also assists in staff development plans of the college to improve teaching and insure a learner-oriented program. (Administrative Handbook, Lake City Community College.)

I have spent 30 to 40 percent of my time on staff development plans in the academic year of 1973-74.

Our academic improvement program was submitted and accepted as an exemplary practice for staff and program development by the State Department of Education. Lake City Community College had a year-long commitment to staff development in the following areas:

1. A faculty development series, which is a monthly mini-workshop in how to improve instruction and critical issues for the community college educators.
2. Procurement of monies from the state through a committee which controls the allocated funds, to serve as a direct initiative to the faculty in the staff development process.
3. A committee approach to the grants idea, including writing up of a proposal request based on thinking through issues and focusing more clearly on objectives for curriculum and instructional improvement by the faculty.
4. Special programs such as the work of the compensatory education task force, which called for growth on the part of committee members, research, reading, site-visits, and awareness of new concepts. Out of this came a revision of non-credit progressive studies into a modularized, full-transfer credit program with a human relations component.

In reviewing these four areas—faculty development series, staff and program development fund, the committee approach to grants, and the special task force on compensatory education—the first two are clearly within a narrow definition of staff development. I would contend, too, that faculty growth stimulated by our committee approach to grants and our special faculty task force on compensatory education also contributed to in-service education.

This position would also be consistent with the interconnected policy funding of staff and program development by the state of Florida.

The total academic improvement program may be viewed in this way:

PART I/Objectives
PART II/Faculty Improvement Meetings
PART III/Professional Improvement Meetings
PART IV/Staff and Program Development Fund
PART V/Federally Funded Projects
PART VI/Vocational-Technical (SDE) Grants
PART VII/Departmental and Individual Faculty/Staff Projects
PART VIII/Grant Applications for 1974-75

Our schoolwide objectives for the faculty/staff/program improvements for 1973-74 are set down:

A. To provide all faculty with an orientation to CAI (computer-assisted instruction).

B. To provide all faculty with an orientation to individualizing instruction and writing performance objectives for at least one course (1973-74).

   1. Technical Division
      a. To update syllabi and lesson plans by each instructor for one block/phase of his instruction.
      b. To provide in-service education for faculty in "How to Teach."
      c. To write performance objectives for at least one course during the year.
   2. Transfer Division
      a. To follow a system for improving the learning experience, "Creative Learning and Management System."
      b. To update syllabi; write one sample lesson plan for one course.
      c. To write performance objectives for at least one course during the year.
      d. To review and evaluate all precollege, progressive studies courses and make plans for necessary changes; to prepare compensatory education task force recommendation.
      e. To involve all faculty in revision of general education requirements.
      f. To initiate division-wide honors program.
      g. To investigate CAI potential use in transfer courses.

C. To implement the college long-range plan for CLMS, a Creative Learning Management System, 1974-80.

   1. CLMS committee workshop, 1/29/74
   2. CLMS subcommittees (Units 1-7) complete "PERT" for pilot model by March 30, 1974.
   3. Program pilot model in computer beginning in September, 1974.

D. To continue faculty/staff in-service education to meet the changing educational requirements of the college based on annual needs assessment.

To meet these objectives, our faculty development series of mini-workshops served as a principal vehicle. The year-long program was in three areas: (1) *methods of improving instruction* through CAI, media support, and writing performance objectives; (2) *critical issues* like the four-day week, competency-based education, and nonpunitive grading, featuring factual presentations, panels, and open discussion of each issue; (3) *nationally known consultants* like John Roueche and James Wattenbarger to discuss the community college goals and philosophy and work with the faculty.

Methods to Improve Instruction

The fall semester of the faculty development series focused on ways to improve instruction. In order to help the faculty become aware of new learning resources services and equipment, the media specialist, Tom McCracken, conducted a workshop with hands-on applications. The director of the National-Science-Foundation-funded training consortium for computer-assisted instruction, Robert Moore, explained how teams of circuit riders could help faculty to use CAI by visiting the campus once a week. Moore conducted a session in August and again in December to make the faculty fully aware of the ongoing chance to learn to use computer-assisted instruction. Faculty were trained to use the terminal leased to the University of Florida and the new Lake City Community College mini-computer system installed by Director of Computing Activities, John Griffith.

In another area, several consultants, Howard Kirk and Ron Peake of the University of West Florida, assisted the technical division to meet the state mandate of specifying program objectives. Dean Walter Parnell and I provided information and directions to transfer faculty undertaking a similar task.

Critical Issues in Education

Another method of staff development focused on critical issues in education, which proved to be a successful format. Research was done on a topical area important to the staff perception and acceptance, such as competency-based instruction. This research was presented in a factual way to the faculty, either by a single speaker or a panel. Open discussion then took place. I well remember my presentation on competency-based instruction and the debate provoked by Benjamin Blooms' statement that up to 90 percent of students could achieve mastery if the time factor were flexible and instruction were fully individualized. Arthur Cohen's sample objectives took quite a scouring from the liberal arts faculty at that early October meeting. Yet by the spring, faculty had met their deadline on program objectives and were coming to the office for individual help on course objectives and packaging.

Another burning issue was presented by President Phillips in the form of a proposal to put the school on the four-day week in response to the energy crisis. This issue was examined in faculty forum and by the students before it was adopted. A comprehensive assessment of the four-day week was done by staff psychologist, Clark Hardman, for the State Department of Education.

Perhaps the most controversial issue of all was the proposed revision of the progressive studies program at Lake City Community College. After a four-month study by the compensatory education task force, which included visits to successful programs, and receiving advice from experts like John Roueche of the University of Texas, the proposal was sent before the curriculum and steering and planning committees where it was endorsed. (Faculty opinion had been sampled in a November meeting chaired by Dean Parnell.) Then the task force was formed with me as chairman; a final presentation was made in March by the task force. John Roueche conducted a wrap-up workshop in April on the implications of open admissions and presented examples of successful compensatory programs around the country.

The result was that six of the seven recommendations passed with full faculty consent. In the fall, Lake City Community College will have an individualized, full-credit system of compensatory studies allowing the student to start at his own level in math, English, or reading, and progress at his own pace to completion of the performance objectives. Human relations and improved counseling will provide the "glue"—the study skills, improvement in self-concept, and career and program counseling so necessary to help former underachievers.

Use of Consultants

In our series aimed at improving instruction in the fall, faculty reaction led me to believe that the presentation and discussion of community college concepts would be essential to the success of our program. Comments from the transfer faculty indicated that some still held reference points to a four-year liberal arts program and to graduate school standards rather than to the general education requirements of the community college. A number of the technical faculty indicated that they, too, needed help in accepting the concept of the open door, the comprehensive curriculum, community services, and the nature and background of the community college student. These points were the concepts called for by the EPDA advisory committee in their report, *People for the People's Colleges.* Wider dissemination of these concepts among community college staff was stressed.

We were fortunate to have close to us, James Wattenbarger of the University of Florida, the idea man of the Florida community college movement. Doctor Wattenbarger's dissertation study metamorphosed over a period of a few years into the master plan for the Florida community college system. Dr. Wattenbarger kicked off the spring series with a discussion of the goals and philosophy of the Florida community college movement. He traced the change from several small junior colleges to the system of 28 colleges with an articulation agreement providing junior level transfer to the senior universities. He emphasized the aims and objectives of the system in its service to the citizenry of the state. The chairman of our history department told me that this was the best presentation ever brought to our campus.

Dr. Wattenbarger was on campus a full day as was John Roueche in his work with the faculty on individualization and compensatory education. Coffee and an informal session was set up in the morning for those who could attend, followed by the mini-workshop sessions. Mary McCaulley of the University of Florida, whose topic was the use of Myers-Briggs Personality Inventory in education, and H. H. McAshan of the University of North Florida, whose topic was behavioral objectives for the psychomotor and affective areas and the systems approach, also had sessions and mini-workshops in the same format during the spring. I recommend this full day use of on-campus consultants for promoting faculty change

Background to the System of Staff and Program Development Funds: State of Florida

In order to understand the system of staff and program development funds of the state of Florida, let me briefly sketch the background as set forth in the publication, *Staff and Program Development in Florida's Community Colleges 1972-73*, published by the Department of Education, Tallahassee.

Up to July 1, 1973, authority for staff and program development was S230.767 of the Florida statutes. The State Board of Education regulations and directives from the Division of Community Colleges provided administrative assistance. Funding then was at a rate of 3 percent of salaries.

Under new funding procedures, staff and program development authorization is removed from law. State Board of Education Regulations (6A-8.761) now provide the authority for the SPD program and provide the allocation formula. Further direction for administration rests with the division of community colleges. The program is funded at the rate of 2 percent of the previous year's apportionment for current operation. The two percent is an add-on to the portion appropriated to a school from the money earned by FTE formula. So, SPD money is clearly not intended for normal costs but for "training and start-up money," according to President Herbert Phillips of Lake City Community College, who has watched its operation since the beginning.

The framers of the SPD program in Florida wisely saw staff and program development as interconnected. For programs, the emphasis was clearly on initiating and planning new programs, not expanding old ones. For staff, the improvement in competencies might include "interacting and updating experiences in human relations, in occupational skills, in subject matter, in teaching techniques, in foundation disciplines, and in resources utilization." "Staff" was defined to include all personnel employed by the colleges.

Each college had to submit a broad *Five Year Goals Plan* for staff and program development, which was to be updated annually. Also, each college must submit an *Activity Plan* with a budget summary and an *Activity Evaluation* for each discrete activity.

The thrust of SPD is to be innovation and improvement. Funding new positions with SPD money is limited to a maximum of three years. Purchasing new equipment is similarly restricted to program initiation and improvement with a limit of 15 percent for hardware. Preparation for accreditation self-study was also prohibited.

Yet, within these restrictions, the number and variety of activities is amazing: faculty have been helped to attend off-campus seminars and professional meetings, to continue professional study, or to develop a new curriculum approach or to mediate a course.

Some SPD activities have been pointed towards reaching potential students or keeping the ones we have in school: Brevard Community College supported a mobile recruiting unit. Lake City Community College set up a career information center. A school wide tutorial program and student advising program using peers has also aided our retention at Lake City. Students have helped to implement and test the dividing of basic science courses into modules. Start-up costs for our instructional mini-computer system were partially defrayed by SPD money. This included paying the technician to devise and keep the system in operation and obtaining certain basic equipment. President Phillips commented, "Computer-Assisted Instruction is a new teaching tool at Lake City Community College, and it would have been impossible to start without SPD monies."

Coordination of the statewide program is through a system of SPD coordinators with one from each community college. In the majority of cases, the SPD money is administered from the president's office, dean's office, or development office. Some other colleges use faculty evaluation panels. In a recent coordinators' conference, our faculty chairman found out that Lake City Community College was the only college to have both faculty evaluation and faculty responsibility for the administration and financial bookkeeping. Mrs. Burnette serves without pay as our chairman of the steering and planning committee, composed of elected faculty. A major responsibility of this committee on committees is SPD fund administration. The development officer also serves on the committee to provide advice as to how the SPD program relates to the entire grants posture of the college.

Any faculty member may make a proposal to the committee for support by filling out an activity plan. Each desired activity must have two readings before the faculty committee. Generally, this proponent makes a brief presentation or is available to answer questions about the goals, objectives, procedures, evaluation, and budget for the activity. The proposed activity should mesh with the five-year plan and yearly goals of the college. By keeping a close eye on the budget, our coordinator is able to give the committee guidance on the number of projects which can be approved.

Our steering and planning committee itself administers "Project Lift," an SPD activity for faculty. Travel to professional meetings, or to view a successful program at another school to get ideas, or even to pay one-half tuition for a professional course is provided for a faculty member who can justify his request.

Committee Method of Developing Proposals for Funding

The last area of staff development I wish to sketch quickly is our committee method of generating ideas and helping to execute a federal or state proposal. I have found that in grants involving a substantial institutional commitment, it is best to form a committee from all affected areas of the college. A chairman is elected who may eventually become the project officer. Three planning meetings with a time schedule are then set up. At the first planning meeting, the development officer explains the guidelines. A consultant in the subject matter of the grant may make a presentation to provide expertise. Assignment will then be given out to committee members for: (1) the problem and specific facts from subject areas; (2) goals and objectives; (3) implementing procedures; (4) evaluation; and (5) budget materials.

Each committee member then presents at the second meeting his position paper covering points 1 through 5. This meeting is a working session to spot discrepancies in program, purposes, and budget. Considerable faculty growth is encouraged in this interchange of ideas from various disciplines.

At the third meeting, the development officer presents an edited version of the committee papers approximating the guidelines of the proposal. This full committee provides the final feedback. From there the proposal goes to the president for institutional approval.

I have found this committee method clears up a great many misunderstandings, encourages staff growth in preparing position papers, and helps to select a project officer. It is a viable institutional method for proposal development which provides staff growth at the same time.

RECOMMENDATIONS FOR COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAMS

Walter E. Hunter

Meramec Community College
St. Louis Community College District

It might be interesting to ask yourself the question:

> Do you know any college staff member who began his/her career with the aim of becoming a poor teacher, administrator or staff member, or student?

Your answer to this question is very likely to be "no." Few, if any, initiate a career with the intent of failure or even mediocre performance; yet, some perform at very low levels of effectiveness and others may be classed as failures.

Try these questions:

> Do you know any college staff members who do not want to improve their performance?
>
> Do you know any college staff member whose performance cannot be improved by further development (education, training, practice)?

Your answers to these questions are also very likely to be "no." Certainly most, if not all, individuals desire to improve their performance, and most can improve their performance under the appropriate circumstances. Your affirmative answers to these questions indicate that you probably would support the idea of a staff development program at your institution. Most teachers, administrators, staff members, and students do support the idea of staff development.

It is well-known and accepted that community colleges are called upon to deliver a special kind of educational service. These colleges are usually characterized as "open door" institutions which attempt to meet the needs of a heterogeneous clientele through a wide variety of educational services. They provide academic education, career entry education, developmental (remedial) education, adult-continuing education, educational advisement, career counseling, personal guidance, and community leadership. Community colleges have accepted the awesome responsibility of making the American dream of universal postsecondary education a reality! This writer believes that the most frightening aspect of this responsibility is that the personnel associated with community colleges are ill-equipped to handle the task! For example, try these questions:

> Does preservice education and training provide the wherewithal to develop and/or deliver the complex educational services needed for universal postsecondary education?
>
> Is conventional wisdom, gained by experience, satisfactory in providing the know-how required to develop and deliver educational services for increasingly heterogeneous clientele?

Your answer to both questions is likely to be "no." Therefore, the writer concludes that community college educators must give the highest priority to the establishment of a viable staff development program for their colleges.

Staff Development

The staff development program should be designed to provide the following:

1. An opportunity for all staff members to improve their performance.
2. Education, training, and practice in the development and delivery of new educational services for new community college clientele.
3. A focal point for harmonious exchange of ideas between and among staff members with both differing and similar assignments.
4. A vehicle for the solution of problems and the reordering of priorities.
5. Support (fiscal and psychological) for research and development that is related to the improvement of existing educational services and/or the development of new educational services.
6. An avenue for the identification of staff development needs.

The initiation of a staff development program at a given community college represents only a first step in the improvement of college operations. Such a decision may appear to be easy and straightforward. Actually, it presents a number of important questions:

1. What priority will the staff development program have with respect to other ongoing programs?
2. How will the new staff development program fit into existing college activities?
3. How will the staff development program be organized?
4. What budget allocation will be made for the new staff development program?
5. Will the staff development program be supported by the board, administration, faculty, staff, students, and community?
6. Will sufficient time and facilities be available to support the staff development program?
7. Who will be charged with the responsibility for the development of and leadership for the staff development program?
8. Will the staff development program provide opportunities and support for self-initiated improvement, travel, task force operation, information flow, consultants, idea exchange, identification of need, research and development, seminars, workshops, visitations?

Staff Development: A Priority of the Community-Junior College

A report developed by the National Advisory Council on Education Professions Development (as established by Public Law 90-35) to the President and to the Congress was concluded as follows:

> If the community-junior college is to grow in quality as it has in quantity; if the needs of minority groups are to be met; if the undereducated are to have a second chance; if the needs of business, industry, and government are to be provided for; if communities are to be given opportunities for renewal and rehabilitation; if all citizens are to be given opportunities to explore, extend, and experience their hopes and dreams—then it is imperative that immediate and considerable attention be given to the educational needs of those who staff "Democracy's College." Failure to implement programs based on these priorities will mean the continuation of a system of education that is

> inadequate for the needs of society. Furthermore, if the community-junior college does not help satisfy some of the major social needs of the 1970s, then energies will be used to develop new kinds of educational institutions which do. For, in the next decade, educational institutions will be challenged to meet social needs as they have never been challenged in any period of human history. The community-junior college has the commitment and the programs; if society provides the staff and other resources, the human condition can be advanced dramatically in the 1970s.

Unfortunately, the Education Professions Development Act as amended by the Educational Amendments of 1972 contained many promises, but little federal funding for staff development programs. However, with or without federal support, staff development must be viewed as a high priority activity by community college educators. The challenge of "Democracy's Colleges" will not go away. Therefore, the priority for staff development remains the same, it is essential for continued viability.

Organization and Budgeting of a Staff Development Program

Although the staff development program can be organized in several different ways, this writer believes that several essentials must be present. First, some one person must be responsible for the staff development program. This individual should be capable of working with all staff members in an open manner. The staff development program coordinator should be charged with the responsibility for the complete program. However, he/she should be supported by a staff development program committee whose function is to provide contact with the staff on all staff development planning and activities.

The staff development program should be funded as part of the regular college budget (soft money should be used only as additional or replacement funds, not as regular operating funds). Funding should be allocated for each part of the total program as recommended by the program coordinator and the staff development committee. Thus, the coordinator and committee will need to make priority decisions based on need and the limited funds available.

It is absolutely essential that the staff development program be actively supported by key college personnel. For example, the program must be supported by the president, deans, division chairmen, and staff leaders. The level of support required is more than lip service; these key individuals must be involved. They must attend programs (the desk work will wait), participate in activities, and recognize their own individual needs to improve.

Scope of a Staff Development Program

Because the nature of staff development, improvement of operations, and new program development are interrelated, this writer recommends a broad scope program. It may be assumed that:

1. Each institution has unique developmental needs.
2. Each department, within each institution, has unique developmental needs.
3. Each individual staff member, within each department, has unique developmental needs.

Institutional or departmental developmental needs may be met by a variety of activities which might include seminars, research and development, conferences, consultants, task force activity, visitations, and public relations. Individual developmental needs may be met by such activities as travel, education, seminars, conferences, consultation, visitations, research and development, and self-study.

Thus, the recommended staff development program should be broad in scope in order to meet the development needs of the institution, the departments within the institution, and the staff members within the departments. Such a program will include a wide variety of activities, each based on an identified development need, and each supported as part of a total development program.

An Idealized Staff Development Program

In 1970, Ivanhoe Community College served a population of about 7,000 students in a community of about 300,000 persons. The college was 10 years old, had a full-time teaching faculty of 220, a part-time teaching faculty of 250, a counseling staff of 25, and a total support staff (administration, library, business office, registrar, placement, health services, maintenance, etc.) of 215 persons. That year, 450 students graduated from Ivanhoe College, receiving associate degrees or certificates in 6 college-parallel programs and 16 career-entry programs. About 2,000 students enrolled in the college's continuing adult education programs.

A 1972 community survey carried out by the Ivanhoe College research staff indicated that most adults over 18 years old would like to continue their education. Yet, these adults were unable to continue due to constraints imposed by time, money, scheduling, transportation, and/or responsibility. Other adults were unable to continue because of fear of failure, poor prior academic achievement, or lack of information. Ivanhoe College can be classified as a typical large community college with a good staff, good reputation, and fair community support. The staff may be characterized as primarily idealistic.

In 1970, the staff development program at Ivanhoe College consisted of an orientation meeting at the beginning of the academic year, a few departmental meetings which focused on improvement, some released time for the development of curriculum and teaching innovations, and an occasional outside speaker invited by the president or one of the deans. That year 44 teachers attended a conference out of the state and 65 teachers and administrators attended the two-day community college association meeting at the state capital. Four teachers at Ivanhoe College were writing a book and three teachers had an article published during the year. The institutional research office produced 10 reports during the year, the most important of which was the "Survey of Adult Learning."

Ivanhoe's president was proud of his college, his staff, and his students. He was happy to be the president of a large community college located in a nice community. Occasionally, the president considered staff development; in fact, he wanted to initiate a program of staff development which would get some of the ineffective staff members off their "duff" and back on the team.

In 1971, the president sought help in the planning of a staff development program. He intended to write a proposal for EPDA funds, but learned that the deadline for receiving proposals was only 10 days away, so he dropped the idea. Next, he called a friend at HEW and inquired about the developing institutions programs. However, he was informed that his college would not qualify because it was not out of the "mainstream," nor was it struggling for survival. Thus, the president decided to go ahead with plans for a staff development program without federal funds. He made telephone calls, searched the community college literature, and visited other colleges which had staff development programs.

As a result of these efforts, the president put together a plan for a comprehensive staff development program and presented his plans to the college advisory council, a group composed of administrators, teachers, staff, and students which is advisory to the president. Fortunately, the advisory council liked the idea, because the total program included money for travel, research and development, staff reporting, visitation, consultation, etc. The advisory council supported the plan and suggested that they be involved in selecting a coordinator and a committee for the staff development program. Armed with the advice and consensus of the advisory council, the president checked the budget carefully and discovered that the college usually budgeted about 5 percent more than it expended each year. Next, the president asked one of his deans to design the staff development program plan in greater detail so that the complete plan could be presented to the board and to the total college staff, complete with a recommended budget.

The comprehensive staff development program could be described as follows:

Organization (1972)

A full-time coordinator would be appointed to organize, develop, and facilitate the staff development program. The coordinator would report directly to the president and would have no line responsibilities.

A staff development program committee would be appointed by the advisory council. The committee would be chaired by the coordinator and would be responsible for advising the coordinator regarding the direction, extent, and viability of the total program.

A budget of $140,000, about 2 percent of the total college operating budget, would be allocated. The following guidelines were developed for budget allocation.

1. Up to 25 percent ($35,000) could be allocated for staff released time for improvement of performance, development of curriculum, and/or implementation of innovative procedures.
2. Up to 25 percent ($35,000) could be allocated for staff travel and visitation related to the improvement of college operation.

3. Up to 25 percent ($35,000) could be allocated for staff development programs—seminars, conferences, university credit programs, consultants, speakers, materials, task force activities, retreats, and staff reporting.
4. Up to 25 percent ($35,000) could be allocated to the maintenance of the office of the staff development program coordinator and to basic research required to identify staff development needs.

Operational (1973)

In actual practice, the staff development program evolved as an approximation of the organizational plans. The coordinator selected was recruited from the teaching ranks. He had been a very successful teacher and innovator. He seemed to be up-to-date and ready to accept the leadership role. His committee, although inexperienced in such activities, performed with honesty and integrity. As might be expected, they wasted time on philosophy and some of the programs were complete flops. Looking back over the year, an observer can cite the following accomplishments:

1. Forty-six staff members requested released time to complete projects. These projects resulted from proposals which were submitted to the committee, and 42 projects were funded. Most of the projects related to modification of instructional procedures. Two projects were funded for curricular revision. A total of $32,240 was encumbered for released time activities.
2. Sixty-five staff members traveled outside of the state under the new program. They attended regional and national conferences and visited colleagues at other community colleges. Four staff members attended workshops held at major universities. A total of $16,400 was encumbered for staff travel.
3. During the academic year, college departments held four seminars on the topic of evaluation. In addition, three speakers were invited to make presentations. The college paid the tuition for 17 staff members enrolled in a university course entitled "Community College Teaching." The library purchased a set of tapes and slides on criterion-referenced evaluation. During the spring term the entire staff spent two days on a retreat at a nearby YMCA camp. In addition, a task force was formed to study goals and objectives for the next five years. In total, $22,350 was encumbered for staff development programs.

4. The new office of the coordinator accounted for $36,280 expenditures during the academic year (staff benefits were deleted from the original budget). The coordinator was able, however, to develop two proposals for projects which may be worthy of outside funding. These proposals have been submitted to the appropriate agencies.

Overall, the observer can state that the comprehensive staff development program was well-received and that some staff members are already engaged in significant change. The following observations of outcomes may be reported:

1. Staff members become acquainted and frequently associate with one another outside of the college.
2. The failure rate (withdrawal and failing grades) appears to be lower than in prior years.
3. The second semester enrollment dropped only 4 percent compared to 9 percent the previous year.
4. The primary topic of the faculty association meetings was increasing college enrollment, not salary increases.
5. Off-campus counseling centers were set up in the community in order to attract nontraditional students to the college.
6. Plans were firmed to develop several nontraditional programs for new clientele.

Conclusion

Of course Ivanhoe Community College does not exist; however, the writer asserts that the experience at Ivanhoe is not unique. Most community college educators would like to initiate and participate in a meaningful staff development program. Yet, based on spurious attempts which produced little results, most educators have backed off and paid more attention to the safer operational activities. Meanwhile, the development of a more viable college staff is left to chance events.

It seems that community college staff development is too important to be left to chance. Each community college and each state system of community colleges should have a plan for staff development. This plan should be supported with dollars and with deeds by governing boards and administrators. The state and local plans should include plans for individual development, departmental improvement, and college improvement.

Plans for continued staff development should take advantage of the readily available resources in most regions—i.e., the universities and the regional labs. The universities are especially anxious and equipped to work with community colleges in the planning and implementation of staff development programs. Universities are prime sources for expert input in academic and technical matters and in the delivery of educational services. In addition, the universities have experience in program planning and resource allocation. The universities also need to be involved because university staff members need a greater understanding of community college problems and solutions. As plans go forward in the area of staff development programs the writer suggests the following realities:

1. The staff development program demands complete fiscal and psychological commitment.
2. The staff development program is not a panacea which will solve all community college problems.
3. The staff development program will not always be highly successful; but, an imperfect program can be improved.
4. The staff development program will not be supported by 100 percent of the college staff.
5. The staff development program is developmental not remedial.
6. The staff development program is self-evaluative, not evaluative of college and/or staff.
7. The staff development program is comprehensive and can involve many aspects of improvement—research and development, travel and visitation, seminars and conferences, self-study and university courses, reporting sessions, conference attendance, use of consultants, surveys and needs assessment, task force activities, retreats, and so on.
8. The staff development program is a participative action program. Someone must be charged with the responsibility for the program, and a committee must be available to maintain a viable program.

Continuous staff development is needed if community colleges are to remain on the forefront of meeting the changing educational needs of their communities.

EVALUATION AND STAFF DEVELOPMENT PROGRAMS

William Toombs

Assistant Director,
Center for the Study of Higher Education
and
Associate Professor of Higher Education

The community college stands always at the rim of change, social as well as educational. Because its constituency is so broad and its potential clientele even broader, this institution feels the force of every impact. And because of its philosophic commitment to work with and reflect the needs of each community, the institution feels compelled to respond. This response demands a variety of programs—many of them untested but needed. This set of conditions makes evaluation *after the fact* rather than analysis beforehand of special importance. This session today focuses only on evaluation and is based on an assumption that other aspects of program construction for faculty and staff development will be covered in other sessions of the conference.

Let us recognize at the outset that evaluation always contributes in some way to the decision-making process. It develops alternatives, points up blind spots, shapes areas of special importance, and provides clearer understanding of educational processes. It is this emphasis on decision making that occupies a major portion of the work Stufflebeam and Guba produced under the sponsorship of Phi Delta Kappa.

While acknowledging the role of evaluation in decision making, we must also note that evaluation contributes to design, to the formulation of theory, to planning, to management, and to a host of other functions. It is possible then to discuss evaluation as a process in and of itself, setting aside for the moment the ways in which that evaluation may be used.

There are some assumptions and some caveats to any discussion of evaluation. They are in a sense the hazards of navigation important to all those who sail under the flag of the evaluator.

1. *Evaluation can be threatening and must be used with both skill and integrity.* Benedetto Croce, Italian historian, said "Power is a

bell that keeps him who tolls it from hearing any other sound." One way of minimizing the threat is to identify the purposes of evaluation in advance and stay with them. There may be conflicts; but so long as these are spinoffs from the main process of evaluation, local politics can resolve them.

2. *Evaluation, in and of itself, is unproductive.* Carol Weiss noted "It is not contributory." The results must be put to use and to be put to use they must be disseminated. Participants who are expected to share the benefits of evaluation must see the usefulness for them at every point in the process.

3. *The evaluation process cannot be made any more accurate than the elements of the process itself.* There is a tendency to overquantify and collect a great deal of detail which gives a superficial appearance of high accuracy.

4. *Good staff development programs are usually multiplex operations* and fit in with existing policies on leaves, released time for development, support for travel and visitation, and similar extra instructional events. These should not be left out of the evaluation process.

5. *"Pussycat" evaluations* that vindicate, excuse, or paper over inadequacies *waste the most valuable resource an educational institution has*—the professional staff time, and the time of consultants.

Steps to Evaluation

The very first step in evaluating any program is to identify the basic pattern of the activity. *Is it a system or a sequence? Systems* emphasize relationships among components and with agencies in the external environment. They often require assessments of several simultaneous events and observations of changes in the process that is the dynamics of the situation. *Sequential* evaluations emphasize timing, the order of events, and prescribed happenings, usually in a linear sequence.

Typical manifestations of these patterns in staff development can be found. Systemic faculty development often occurs when a whole division or department is being redirected to a new area of competence such as an English Department that is acquiring a special competence to deal with remedial and developmental students. Four or five faculty members may be each acquiring new areas of skill and knowledge. (The crucial feature of the evaluation is how well their development fits with new diagnostic techniques, new equipment, and changes in the schedule at the crucial moment when a new term opens.) The sequential program is typical of all individualized faculty development programs at two-year and four-year institutions alike. Presumably a faculty member in his professional development is disseminating higher and higher levels of competence and knowledge in his own field. The speed with which this is done and the quality of the steps taken give the basis for evaluation.

Whether the overall pattern of the events is systemic or sequential, the *context or setting should be examined* and the inputs or entrants looked at rather carefully in the first stage of evaluation. Are the participants identified and selected by criteria that will have strong effects on the program itself? Do unintended collisions in schedules such as the sacrifice of holiday and vacation time exist? Are there negative or competing motivations to participation, such as a high monetary cost? Will inconveniences such as a large number of weekend meetings eventually sabotage the program? Contextual factors are also important. Is the faculty development program a product of a long and bitter collective bargaining session, or is it a requirement of a management-oriented board of trustees? Along with the identification of these various factors of context and preconditions goes an endless process of weighing whether they are crucial or merely incidental to the total process.

Evaluation: Process or Outcomes

This is a fundamental set of distinctions, not only for philosophers who fence constantly with the ends versus means controversy, but also for evaluators who must think in the first instance of a dynamic approach and in the second of a patient but thorough terminal evaluation. This distinction is more than simply a matter of when the evaluation is made, for it involves the basic nature of the evaluation process itself. This has prompted widespread use of two terms developed by Scriven:

A. *Summative evaluation* involves an assessment made at the terminal point in a process, usually comparing outcomes to some goals or standards identified in advance. Feedback to participants while the project is underway is not considered desirable because of the distortions it may introduce. Unobtrusive measures connected with the outcomes may be used. The evaluator's role is independent of the process, and a low profile as an external observer is often maintained. The approach lends itself to an experimental or treatment model with a diagnostic pretest, application, and posttest sequence.

Formative approaches assume that the evaluator is a participant-observer. The effectiveness depends on frequent assessment and monitoring rapid feedback to those involved, and program modification during the course of the events. This process of incremental evaluation with corrections introduced as soon as they are apparent is similar to the cybernetic pattern described originally by Norbert Wiener.

B. *The unit of evaluation* must be clearly identified early and retained as a central focus throughout the process. A faculty development program can be looked at as a whole without particular reference to its component parts. For example, an institution may be concerned with its faculty orientation program in terms of its total effect rather than on the way it is conducted by various divisions or sectors of the institution. On the other hand, the components, that is to say, the stages, projects, or events that make up the total program can be looked at and evaluated one by one. This is by far the most common approach to evaluation.

Individuals can be the unit of evaluation, particularly in terms of their response or reaction to a program. Differential reactions from students, faculty, and administrators often have very great significance, but their assessment requires specially designed techniques.

In a comprehensive evaluation plan more than one unit may be examined but the decision to do so should be made in advance; it is a fatal flaw to gather information on one unit and use it for decisions about another. Commonest violation of this occurs when a program is evaluated and the results translated into personal participation terms.

Target and beneficiary groups for a faculty development program also need to be distinguished. These terms have been introduced by the NCHEMS efforts to identify outcomes of education. Most plans for faculty development are intended to produce first order outcomes in changing faculty behavior, but eventually they are expected to produce benefits to the students or to the activities which engage students, the beneficiaries. Other common beneficiaries are the community, the institution as a whole, or the profession. Almost all activities in education have this two-stage characteristic and the group affected by objectives, goals, or purposes of a program have to be specified.

Instrumental and consequential features represent another distinction which contributes to clarity in developing evaluation plans.

Often, one set of short-term objectives must be achieved to create the instruments which advance the process of development. For example, in a faculty development program a crucial instrumental objective is a method of obtaining released time for faculty so they can participate without penalty. The consequential features are, of course, the general long-term outcomes.

By paying careful attention in advance to these paired distinctions, which can usually be made in any program, the evaluator will become clear about whether the greater emphasis should be placed on the process that is being used or the outcomes of that process.

Finding Criteria

Experience has pointed out again and again that the best criteria for judging a program originate with the design and the objectives of the program itself. Nevertheless, the evaluator must identify in the earliest stages of his activities what these criteria are and how they are to be applied. In the most fundamental sense, evaluation is a comparison and the term raises an immediate question, WHAT IS TO BE COMPARED?

Normative standards may be used. These are often idealized goals or the highest possible level of attainment; in this case, they are called prescriptive norms. It is important to note that when norms of perfection are used, every performance is likely to fall short of the goal and this has consequences for morale. Norms in the usual sense of an average set of conditions can also be used; but, again, the relationship of the performers to the standard have affective consequences that must be considered. Normative standards may be described in terms of a range of performance and this can help lessen defensive reactions.

Value-added criteria may be used. Standards here are expressed as the amount of improvement, progress, or gain on certain items as a result of the program. Each performer is measured against a base line which may be established as a universal benchmark or as an individual position at the start of the program. Because this approach lacks the pejorative overtones of other kinds of criteria, it is gaining in popularity.

Relative measures which compare one approach with another or one program with another may also be used. This kind of comparison is most useful when there are no suitable scalar conditions.

Measures and the Collection of Data

A. *Measures* for assessing the degree to which objectives have been met seldom exist in the exact form the evaluator requires. The problems here are exactly the same as those encountered by the researcher. Whether the measures constitute a valid indicator of the condition one wants to assess is of fundamental importance. The completeness with which a particular measure reflects the content of an objective is also a matter of concern. Few measures are ever perfect, but the evaluator must know whether he or she is working with a direct measure, an inferred measure, or a reactive measure.

B. *Data collection* often turns out to be the most difficult operational problem facing the evaluator. Basic data for evaluation are often collected routinely as part of another project. Becoming familiar with institutional research activity and the contents of the personnel files will remove part of the need for special collection. Another source of assistance to the evaluator is the existing arsenal of standardized scales and instruments developed by research and testing agencies, which cover a wide range. While they may not be precisely suitable, they often carry benefits because they are standardized and validated against a variety of situations. In recent years, student evaluation procedures have had a great deal of attention and some of the better ones can be adapted to local use.

Interviews probably gather the largest amounts of information with the greatest degree of subtlety. Whether the responses are taped or recorded on an interview schedule they should be used liberally in the evaluation process either alone or in conjunction with other collection devices. Closely related to the interview is the anecdotal report in which participants are asked to describe those events which were best and those which were worst, with added comments about the reasons they saw for the difference. While "hard" data from "tight" collection methods are preferred, it is advisable in any array of collection devices to include at least one open-ended approach to capture unintended consequences of the program.

The choice of information collector makes a difference, and it is desirable to have data from several sources. A participant is an obvious source, and self-reporting of program outcomes is a valuable tool. Less obvious is the use of inside observers who have been close to the program, but not involved in it. Outside experts and those directly affected by the outcomes of the program also have something to contribute.

Analysis of Data

This activity belongs to the evaluator alone. In one sense, it is the largest contribution he can make to the project, for it combines expert opinion, detachment, and impartial assessment.

At the analysis stage, the evaluator must face the problems of aggregating bits of data into large-scale indicators on the one hand, and of maintaining global indicators that cannot be broken down to smaller units. Such items as cost ratios, test outcomes, and retention rates are often reflective of the institution or the program as a whole, but cannot be applied to smaller units with any degree of validity.

Results in their final form must fulfill the potential purpose of evaluation which is to "put worth on" a set of events. The intention is to increase both the meaning and applicability of the information. The reported results should distinguish as clearly as possible not only "good" from "bad" but what is first-rate from what is second-rate. In most cases, the minimum requirement is a rank order of outcomes for processes in terms of their effectiveness.

Why Good Programs Turn Out Badly

One of the richest sources of information about the evaluation process has been the experience with federal programs. Carol Weiss, Harold Hodgkinson, and others have turned up three major weaknesses in evaluation that appear most frequently.

1. *Most of the conflict* associated with evaluation came from the collection of data. Often, the form in which the data was presented had no utility to those who provided it originally for the study. In other cases, the material was redundant and merely reflected known information. Finally, the collection process was burdensome and added to the work overload which was already a problem at the institution.

2. *Most of the confusion and inaccuracy* in the studies came from a failure to specify conditions in advance. Failure to distribute responsibility between evaluators, administrators, and participants was frequently cited. The nature of the services to be provided by the

evaluators was not specified accurately. No consideration was given before the project was undertaken of ways in which conflict might be anticipated, minimized, and resolved. Among all those who have participated in or used evaluations, one point appears over and over again as a fundamental requirement: To work effectively, stability and continuity in the evaluation staff is a must.

3. *The greatest weaknesses* in evaluation endeavors came from a failure to stipulate some of the very points we have reviewed in previous paragraphs. The goals, objectives, and expectations of both the project and the evaluation process can be written out in advance. Most of the measures and collection methods can be described in a plan of work that is reviewed by all parties beforehand. But the most common source of weakness was the failure to identify the decision processes to be served by the information gathered in an evaluation. This, of course, is as crucial as it is obvious. A failure to link the work of the evaluator to a particular set of decision needs results in wasted effort. The misapplication of evaluation data to decisions never intended to be encompassed by the study leads to high levels of dissatisfaction and distrust.

4. *Badly conceived evaluation programs* are soon rendered ineffective by a normal defense mechanism as in social groups. It is not difficult to have an evaluation that is turning into a ritualistic exercise with everyone filling out forms, but no one paying very much attention to them. In a similar way, evaluation programs which cultivate only an indication of past practices and policies reflect a weak base. And finally, there are those skidding programs of evaluation that slide from one goal to another throughout the period of their operation.

In summary, we would note with Cameron Fincher that "Evaluation may have many purposes, but it should always attempt to describe something and to indicate its merits and shortcomings." In the foregoing paragraphs evaluation has been separated from the setting in which it is conducted and from the decision-making outcomes it may effect in order to concentrate on the process itself. Whether the item under study presents a linear sequence or a network system determines the basic shape of evaluation. It helps indicate whether a formative or summative approach should be used. This, in turn, determines the focus or process or outcome and helps identify the units to be evaluated.

THE USE OF CONSULTANTS

Harlan Douglas

Dean of Instruction
Reading Area Community College

Part of the conventional wisdom of creating a staff development plan is the idea that an outside consultant can do much of the actual presentation work. Many staff developers feel that their primary responsibility is to create the in-service training package for their faculty and then to arrange for one or more consultants to come in and actually do the work necessary to implement the staff development plan. The rationale for this is often based on the perception that someone from outside the institution may carry more credibility than a local resource.

If you are interested in hiring a consultant for your staff development plan, you may be interested in the accompanying model (see Figure 2). It is hoped that this model will give some insight into factors you might want to consider as you approach the question of consultants in staff development.

State Your Need

The first responsibility in the creation of a staff development plan is to identify the specific need with which a consultant might help. In identifying the specific need for a consultant, you, as staff developer, will have accomplished two very important responsibilities. You will be able to articulate exactly your need for a consultant and, at the same time, you will be able to give a prospective consultant a clear idea of what you expect from him.

As with any good needs statement, your statement should be carefully formulated and written down for constant reference. It seems obvious that a needs statement should be in a written form. However, too often, the need is hastily identified in someone's mind and, once a general direction has been established, the development officer may become more involved with the mechanics of the activity than with reviewing why the activity is occurring. The written specific needs

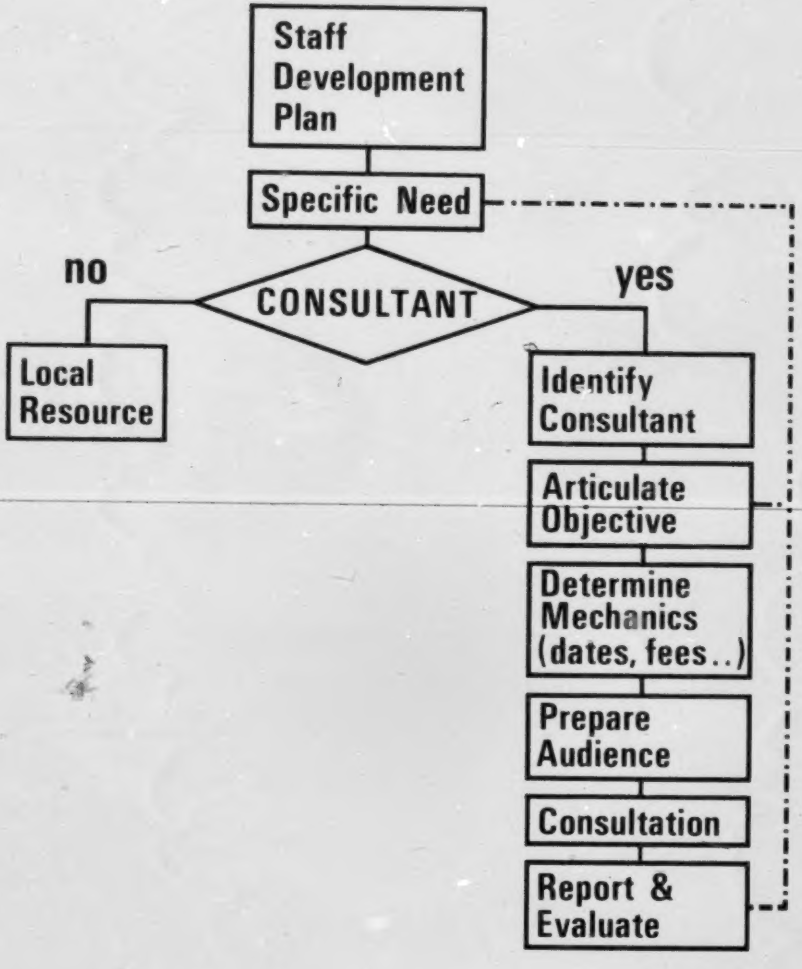


FIGURE 2. SO YOU THINK YOU WANT A CONSULTANT

statement helps the development officer to focus his attention on the purpose of the plan rather than simply on the activities.

Identify Consultant

Once a fairly clear specific needs statement is put into a written form, you are really ready to consider the important question of hiring a consultant. This is essentially a yes/no decision based on whether or not the accomplishment of your specific goal can be realized by some local resource or whether outside expertise is necessary. Too often, development officers go outside the institution when local resources might more effectively be used to meet the specific need. These local resources do not have to be from within the college; they may be local school district personnel, commercially available or locally produced educational materials, personnel from nearby cooperating colleges or universities, or others who are commonly associated with the local scene. If local resources can be effectively used, they really may be more appropriate in meeting your specific need. One obvious reason for this is that local resources will continue to be available after the staff development activity has been completed and may be able to provide rapid and easy review.

However, there is always the very real possibility that you do have to answer the question of hiring an outside consultant in the affirmative. Armed with a specific needs statement, the first obvious chore is to identify the consultant. This can be done in a number of ways. The most obvious procedure is to contact someone you know who can do the job well. If you do not know someone who is competent to meet your specific need, the next best thing is to contact acquaintances who may know consultants in your area of interest. The staff development officer in another college whom you know and respect would be an obvious source. Also, a local university would probably have a useful reference person. This is still second-hand information, but if you know the person that you are using as an advisor and trust his advice, it often leads to a good set of alternate consultants.

The basic rule in identifying a consultant still remains your own experience with an individual whom you have seen in action. Not only will you be more confident in his response to your specific need, you will also have the added benefit of knowing how he approaches his audience. Consulting services and listings are available but they often develop into something like a blind date instead of the steady relationship that is needed.

Articulate Objective of Staff Development Program to the Consultant

Once you have made the crucial choice of identifying a consultant, the next responsibility is articulating the objective of your staff development plan to the consultant in a clear and concise way. At this point it would be altogether appropriate to send copies of your specific needs statement to the consultant, along with more specific objectives related to the specific needs. In this way, you and your consultant are at least working from the same set of assumptions.

Although you will have phone conversations with your consultant, it is very important to the articulation of objectives that everything is in writing. A letter to confirm a phone conversation is always an excellent practice. This is not to be taken as a legalistic act or a slur on the consultant's ability to interpret your specific needs. Rather, it should be viewed as a mechanism of clear communication in which you as much as the consultant are held to a clear idea of the purpose to be accomplished in the consultation.

Determine Mechanics of Consultation

Once you have articulated your objective to your consultant, and he has agreed that he is in fact able to meet the specific needs that you have identified, the next important activity is to determine the mechanics of the consultation. Too often, the effectiveness of the consultant is seriously diminished because, in the initial enthusiasm of the appointment, careful attention was not paid to the mechanics of consultation. Many potentially good consultations have been destroyed by such simple oversights as not carefully identifying dates and places and times of the consultation. The determination of fees is also an important step which should be considered immediately upon the agreement that the consultant you have identified will be able to meet your needs. There is no sense discussing the consultation if it is not possible to agree on a specific fee. It is important to discuss fees and all other mechanics of the consultation on a face-to-face basis or at least over the telephone. However, as in the articulation of the objective, it is also important to write down the details of the mechanics of the consultation so that both parties have a written agreement on these details.

There are many steps in the development of the mechanics of a specific consultation. Some of these must be completed by the consultant, others by the host. The best practice is to let the consultant do what is his responsibility and be sure that you as a host meet all your responsibility. You must be concerned with such important details as time schedules, meal arrangements, local housing accommodation, transportation for the consultant, adequate supplies and equipment to make the consultation a success, providing an appropriate physical environment for the consultation, and being prepared to meet with any emergency situation.

Prepare the Consultant's Audience

Another responsibility which the staff development officer must assume prior to the consultation is the development and implementation of a strategy for preparing the audience for the consultation. This preparation may take many forms. If it is convenient to assemble all of the people who will be exposed to the consultant prior to the consultation, by all means do so. At this briefing session you can state the specific need that has led to the upcoming consultation and familiarize the audience with why you have chosen a consultant to meet this specific need. It is equally important for the local audience to know about the consultant as it is for them to understand the specific need which has brought the consultant into their midst. If the choice of the consultant has been a good one, he will be able to clearly articulate why he is there. However, many consultants are reluctant to spend a lot of their time discussing their own past accomplishments and expertise. This information is ideal for a briefing session.

Most staff developers find they do not have the luxury or opportunity to brief all potential participants in the consultation. The next best thing, of course, is to write a brief statement of the need for and choice of the consultant. Be sure to indicate your availability to discuss with any individual who may be involved with the consultant the specific objectives to which the consultant will be addressing himself.

There is also another important aspect of audience preparation. Although the consultant himself is not normally considered an audience, it is very important to brief the consultant on the composition of the group that he will be working with. Although this meeting should carry forward the tone and experience of the group, it is important to emphasize to the consultant the attitudinal constraints that he will be facing. Most consultants sincerely appreciate such a briefing. In this briefing, the staff developer should be completely honest with the consultant. If significant problems related to the topic of the consultation exist, the consultant should be made aware of these problems.

The Consultation

After all of this preliminary preparation, the actual consultation itself might appear to be somewhat anticlimactic. In fact, for the staff developer, this may very well be the case. If you have been doing your job in preparation for the consultation, the actual event itself might be somewhat of a letdown simply because your activity will be minimal. Yet, it is important to continue careful articulation with the consultant during the consultation. However, it is also important to let the consultant do his thing. If you are confident enough to hire him in the first place, and if you have carefully articulated your objectives and worked out the mechanics of the consultation, if you have prepared your audience and the consultant adequately, the consultation itself should not be a frantic and activity-bound time for the developer.

Possibly the most important duty of the staff development officer during the consultation itself is instant analysis and feedback to the consultant. It is important to review the specific need immediately before the consultation; if necessary, remind the consultant during the consultation about the specific need and how he is or is not working towards the fulfillment of this need. Most consultants expect complete honesty and the immediate feedback that only you as the staff developer can provide. In the last analysis, if a consultant fails to meet the specific need that you outlined, the burden tends to fall on the staff development officer rather than on the consultant.

Evaluation of and Report on the Consultation

The final activity of every consultation should be some kind of evaluation and report process. Since you know the specific need that the consultant was hired to meet, it is absolutely appropriate to design some kind of evaluation mechanism to determine how well the group felt the consultant performed. Although you can design this instrument, it is appropriate to ask the consultant to design the instrument. In either case, the audience should be informed very early in the consultation activity that they will be asked to complete some kind of an evaluative device at the end. In designing the evaluative mechanism, provide the participants with an opportunity to express an unstructured opinion on the consultation in addition to the objective responses. This will allow you to channel the participants to respond specifically to the objectives that you had hoped to accomplish by the consultation.

Finally, it is always a good practice to ask the consultant to write a final report on how well he perceived the consultation to have accomplished its objectives. Within the report you should ask the consultant to include an outline of the activities and concepts which were presented to the group. The consultant's report may then be used as a reference for historical purposes. The consultant should realize that this report does not have to be extensive but should be complete enough to include the specific needs statement which generated the consultation, as well as all of the objectives which were attempted. Also, an outline of the activities that were undertaken and an analysis of the evaluation should be included in the report.

SIMULATION EXERCISE IN DESIGNING STAFF DEVELOPMENT PROGRAMS

Walter E. Hunter
James O. Hammons

One major aspect of the conference was a simulation exercise on staff development designed to provide an experience which would enable the participants to synthesize all they had been hearing from keynote presenters at the conference. The directives for this exercise follow; they precede the reports from each of the five groups involved: A, B_1, B_2, C_1, C_2.

On the first afternoon of the conference, participants were divided into groups, and each group was given a memorandum which asked them to prepare a staff development program for a hypothetical college as shown on the following pages. A specific "College Profile" was also given to each small group. A minimal amount of time was allocated on each day for group meetings. The group reports were prepared and presented on the final day of the conference. Participants were asked to judge the reported staff development program on the following criteria.

Criteria for Staff Development

A staff development program should be:

1. Developmental in nature, not remedial. That is, the program should build on the talents presently available, providing an avenue which will allow individuals (department, programs, etc.) to move toward more effective operations.

2. Democratic, not autocratic. Staff development programs should be the result of participative activity by those persons most closely involved. Programs which are imposed are likely to be unsuccessful.

3. Inclusive, not exclusive. Staff development programs should be planned to include as many aspects of the college operation as possible. Administrators, faculty, and support staff need opportunities to improve and expand their effectiveness.

4. Supportive of individuals, not disruptive. Effective staff development programs should simply merge into the ongoing college operations without disruption.

5. Self-evaluative, not used for evaluation. If staff development programs are expected to bring about change in behavior, then change must be self-evaluated. Evaluation by others (administrators) is likely to lower the effectiveness of any staff development program.

6. Self-prescriptive, not prescriptive. When individuals plan their own goals for improvement, they are more likely to achieve those goals.

7. Wide spectrum, not narrowly conceived. The delivery of educational services is a very complex operation. No single procedure (methodology) is a panacea. Rather, a variety of procedures must be employed within an atmosphere of support and cooperative effort.

8. Outcome and procedure. The procedures employed in the staff development program should match the outcomes, that is, the procedures should lead to the desired outcome.

9. Outcome and Evaluation. Evaluation (feedback) of the program should measure (give information about) when and if the outcomes are achieved.

SIMULATION SPECIFICATIONS

Ad Hoc Committee for Faculty Development

Purpose: Prepare a Faculty Development Proposal for the President and the Board

Background

As a result of (1) increasing costs of instruction; (2) a recent community survey that indicated that the college was not meeting felt needs of the community, especially in the areas of community services and adult education; (3) stabilizing enrollment; and (4) higher-than-desired attrition rates and rapidly changing student body, the president and the board have decided to initiate a program of staff development.

The president has invited each of you to serve on an ad hoc committee to prepare a staff development proposal for the college. This committee consists of: 2 deans: dean of instruction, dean of student personnel services; 2 division heads; 5 faculty; 1 student personnel staff; and 1 learning resources staff.

At the first meeting of your committee held earlier in the week, the president informed you of the general mission of the committee and distributed and discussed a paper on "Questions and Issues in Planning Staff Development Programs."

The purpose of your second meeting, then, is for the committee to prepare the staff development proposal that is to be submitted to the president who, in turn, will submit it to the board at their monthly meeting later in the week. The president has indicated that to the extent possible, he will recommend to the board that the committee's proposal be followed. He has further indicated five primary concerns:

1. Improving the effectiveness and efficiency of all aspects college operations so that salaries can continue to keep up with inflation
2. Improving services to the community
3. Increasing enrollment

4. Reducing attrition
5. Increasing faculty awareness of student needs.

Realizing that the committee has a "time crunch," since the board is calling for this report this week, the president has delineated specifics of the task as he sees it for your committee (task sheet, attached).

The board has approved allocation of an amount up to 1 percent of the total operating budget to fund first-year activities, and has temporarily placed a hold on filling the newly created position of associate dean of instruction ($17,000 salary) until the committee's recommendations are made.

Good Luck!

Guidelines for Report to Total Conference Group

1. At the outset, you should probably appoint a recorder for the group and a chairperson.
2. Each group report should not exceed 10 minutes.

Task Sheet

Task: Develop a proposal for faculty development for the president and the board to respond to.

The proposal may include any or all of the following elements:

- Rationale statement:

  At least five reasons why the college needs a faculty development program

- Specific objectives of the program based on present knowledge of the college

  What the program should achieve
  What faculty should be able to do after participating in the program

- Procedures for determining specific needs of the staff
- Recommended incentives for staff participation (at least 6)
- Answers to the following: Will the intended recipients of the program be:
  a. volunteers?
  b. full-time?
  c. part-time?
- Recommendations regarding how and when the program can be scheduled such that a maximum number of staff can participate
- A plan for publicizing the program to include:
  a. Initial publicity
  b. Publicity for each portion of the program
- Recommendations regarding the faculty for the programs, specifically:
  a. Should the program be conducted using consultants?
  b. Should the program be conducted using college personnel?
  c. In either case, how should faculty be selected?
- A tentative one-year budget, not to exceed 1 percent of the total operating budget. Budget is to follow these guidelines:
  a. Consultant fees of $150./day
  b. Per diem of $35.00
  c. Travel expenses (average) of $150.00
  d. Supply cost/participant of $25.00
  e. Credit hour reimbursement of $50./credit; to a maximum of $500./faculty member/year
  f. Faculty reimbursement for summer work at $250./week
- A plan for evaluating the effectiveness of the program
- Suggested ways in which the administration can indicate support for the plan

COLLEGE PROFILE A

Small Private Community College (under 800 full-time equivalent students)

Statistical Data

- Private college—30 years old
- Middle States accreditation
- 1,000 full-time students
- 300 part-time students
- 50 full-time faculty
- 15 part-time (adjunct) faculty
- Academic calendar: semester
- Coeducational
- $1,000,000 college operating budget
- Majority of faculty hired in early 1960s when enrollments boomed
  35% grad school
  40% other colleges, including two-year
  10% high school
  15% other, including business, military
  Average age, 40
- Curricular breakdown:
  Strong transfer program
  Recently started occupational program

Other Institutional Data

- Enrollment declining in the last three years
- Student surveys generally positive
- Attrition rate, 35% freshmen; 40% of those who enroll normally graduate 2 to 3 years later
- Scores on College Boards average for private schools, with trend downward as "open admissions" program has been implemented
- College has new (three years) remedial program
- Faculty reasonably pleased with ability of students
- Faculty morale low due to enrollment decline and fear of layoffs; some talk of collective bargaining
- Facilities somewhat conventional but in good repair
- Very limited audio-visual capability

COLLEGE PROFILE B

Average Size Community College, Rural-Suburban Service Area

(1200–2200 full-time students)

Statistical Data

- 2300 FTE
- Public college—6 years old
- Middle States accreditation
- 225,000 county population
- 4,000 high school seniors each year graduate in county high schools
- 1,700 full-time students
- 1,700 part-time students
- 90 full-time faculty
- 50 part-time "adjunct" faculty
- Academic year: semester
- $3,600,000—college budget
- Majority of faculty hired in 1968–71
  - 30% grad school
  - 20% other colleges, including two-year
  - 20% high school
  - 30% other, including business, military
  - 9 years average teaching experience
  - Average age, 38
- Curricular breakdown:
  - 55% transfer
  - 45% occupational

Other Institutional Data:

- Total enrollment steady for last two years with full-time declining and part-time increasing
- Board concerned that college is not serving total needs of community, especially in community services and adult education areas
- Student surveys generally positive (55–65%)
- Attrition rate 35% freshmen; 40% of those who enroll normally graduate 2 to 3 years later
- In last three years, average scores on ACT have been dropping, reflecting increasing number of students in lower half of high school graduating class
- College recently began offering remedial courses in English, reading, and math
- Many faculty aware that their skills are not appropriate for new demands being placed on them
- Staff attitudes vary from poor to good
- Collective bargaining contract with NEA affiliate
- Facilities constructed in 1969–71; modern and somewhat flexible
- Fairly good audio-visual department but under utilized

COLLEGE PROFILE C

Large Urban Area Community College (2300-3500 full-time students)

Statistical Data

- 3400 FTE
- Public college—8 years old
- Middle States accreditation
- 400,000 county population
- 5,500 high school seniors each year
- 2500 full-time students
- 2500 part-time students
- 120 full-time faculty
- 70 part-time (adjunct) faculty
- Academic year: semester
- $5,500,000 college budget
- Majority of faculty hired 1966-70
  - 30% grad school
  - 20% other colleges, including two-year
  - 20% high school
  - 30% other, including business, military
  - 10 years average teaching experience
  - Average age, 39
- Curricular breakdown:
  - 55% transfer
  - 45% occupational

Other Institutional Data

- Total enrollment steady for last two years with full-time declining and part-time increasing
- Board concerned that college is not serving total needs of community, especially in community services and adult education areas
- Student surveys generally positive (55-65%)
- Attrition rate 35% freshmen; 40% of those who enroll normally graduate 2 to 3 years later
- In last three years, average scores on ACT have been dropping, reflecting increasing number of students in lower half of high school graduating class
- College recently began offering remedial courses in English, reading, and math
- Many faculty aware that their skills are not appropriate for new demands being placed on them
- Staff attitudes vary from poor to good
- Collective bargaining contract with NEA affiliate
- Facilities constructed in 1969-71; modern and somewhat flexible
- Fairly good audio-visual department, but under utilized

GROUP A:

A Small Private Community College

The initial step in a staff development plan for College A is to add an ad hoc staff development committee to the organizational structure. This committee would consist of eleven persons as follows:

1 dean of instruction
2 division chairpersons
4 faculty: 2 teaching
    1 counselor
    1 LRC staff
1 classified staff
1 student
1 trustee
1 consultant

A schedule for the staff development plan has been established as a general guide.

Short-range Plan (1 year):
    Phase 1—3 months planning
    Phase 2—8 months implementation
    Phase 3—1 month evaluation
Long-range Plan (4 years):
    The long-range plan consists of an annually modified program of the above one-year cycle.

Specific goals and objectives of the staff development committee have been planned to coordinate and further provide implementation of the four major goals of the college.

I. To improve the quality of instruction

Goals

1. Increasing faculty and administrative competencies
2. Utilizing facilities more efficiently
3. Promoting the implementation of new teaching strategies

Objectives

1. Reduce the attrition rate of 25% over a five-year period
2. Attain a first-year retention rate for developmental students of 50% over a five-year period

3. Involve 100 percent of the faculty in implementation of systematic teaching strategies

II. To improve the service to the community

Goals

1. Increasing community involvement in the college
2. Increasing college involvement in the community

Objectives

1. In five years, obtain a response to a survey in which 75 percent indicate that the college is serving the needs of the community "good" to "very well" in the areas of community service and adult education

III. To increase student enrollment

Goals

1. Reducing the attrition rate
2. Increasing enrollment of part-time students
3. Increasing community service courses

Objectives

1. Increase full-time student enrollment 3% a year for five years
2. Increase part-time student enrollment 5% a year for five years
3. Increase community service FTE students (full-time equivalent) by 10% a year for a five-year period

IV. To broaden the fiscal resource base of the college

1. Examining the fiscal resources available to the college
2. Reviewing the administrative structure of the college
3. Providing alternate methods for promoting initiative and for rewarding staff competencies

Objectives

1. Obtain a Title III grant in the amount of $123,000 for the purpose of staff development and initiation of a bilateral agreement with the local university for staff development planning and evaluation

ment with the local university for staff development planning and evaluation

2. Budget 3% of the total operating budget for staff development
3. Obtain $30,000 from outside sources per year to be allocated for staff development

In addition to the goals and objectives for the staff development committee, specific objectives have been established for the consultant who is listed as a member of the committee. The consultant should provide the following "expertise" to the committee:

1. Provide means of identifying needs
2. Designate the staff to participate in the program
3. Plan incentives for participation
4. Make recommendations for scheduling
5. Determine the methods for selecting staff to conduct training
6. Establish bilateral agreements with assisting organizations
7. Evaluate the staff development program
8. Determine future funding resources.

GROUP B-1

Average-Size Community College
Rural-Suburban Service Area

Statement of Responsibility

The ad-hoc committee for staff development was charged in January 1974 to develop a plan, both long- and short-range, for staff development, involving the board of trustees and all employees of the college with special emphasis on institutional improvement and community services by:

1. Improving the effectiveness and efficiency of all aspects of the college operation so that salaries can continue to keep up with inflation
2. Improving services to the community
3. Increasing enrollment.

The ad hoc committee for staff development submits the following recommendations for consideration as a plan for staff development at College B-1.

Rationale

The purpose of this plan is to improve the continuing organizational effectiveness and efficiency by utilizing a systematic approach to planning, implementing, and evaluating a college wide program of staff development.

Objectives

The objectives of this plan are:

1. To identify the goals and needs of the staff
2. To involve the staff in community services
3. To develop staff awareness of the total community
4. To expose the staff to alternate instructional strategies
5. To develop staff awareness of the characteristics of the student body

Means of Implementation

In order to meet the above objectives, the following strategies are recommended:

A. The position of associate dean should be filled by an individual who would serve as an educational development officer. A committee should be created immediately to search for an individual with specific qualifications in this area.

B. A standing committee to be named the advisory committee on staff development should be established to coordinate and review with the EDO all proposals for staff development activities. The composition of this committee should be the same as the original ad hoc committee for staff development with the addition of a member of the board of trustees who would serve as a consultant ex officio.

C. A task force should be created for each of the five stated objectives. The composition of each task force should include: (1) an appropriate administrative officer, (2) a member of the instructional staff, (3) a member of the supportive staff, (4) a member of clerical staff, (5) the EDO, and (6) additional members as dictated by the task.

The chairperson of the respective task forces should be:

Objective Task Force #1–Director of Institutional Research
Objective Task Force #2–Coordinator of Public Relations
Objective Task Force #3–Director of Counseling
Objective Task Force #4–EDO
Objective Task Force #5–Dean of Students

Each task force should be charged with analysis of available data, identification of specific needs, and collection of additional data on the respective topic. Each task force must involve the entire staff by survey, personal interview, and communication through division and department chairpersons.

Each task force should address itself to the questions of preservice, in-service, and renewal in light of the respective topic. Each task force should then submit to the advisory committee on staff development a proposal for staff development activities on the respective topic.

Each proposal should include:

a. Objectives based on needs assessment
b. A specific plan of action
c. An evaluation process

    d. A revision procedure
    e. A time schedule
    f. A budget

D. The advisory committee for staff development would then review each proposal in light of the stated objectives and would allocate funds for specific projects in each area. All funding would be within the established budget of $36,000.

Participation

All staff development activities should be open to all employees of the college and members of the board of trustees. Participation should be voluntary.

Incentives for participation should include institutional recognition, released or compensatory time, fellowships, travel funds, and consideration for evaluation.

Staff should be involved as leaders as well as participants in staff development activities.

Evaluation

An evaluation model for the plan will be designed by the EDO and the director of institutional research working with the advisory committee on staff development.

Time Frame

1. The EDO should be hired as soon as possible but at least one month prior to the beginning of the fall term. This is to allow time for the EDO to become familiar with the college operation and to present the board-approved plan for staff development to the college staff at the first college wide meeting during orientation.
2. Task forces should be activated by the beginning of the fall term.
3. The deadline for submission of proposals should be November 30.
4. Review and allocation of funds should be completed by December 30.
5. Implementation of activities should commence January 1.

Future Funding

The college should continue to support programs of staff development by specific budgetary allocation. Outside funding should also be sought. Specifically, the EDO should develop a proposal for funding from HEW under Title III, which would supplement the institutional allocation for staff development.

GROUP B-2

Average Size Community College
Rural-Suburban Service Area

I. Rationale

- A. Need to keep up with the changing environment. Able to cope with the changes.
    - 1. Drop in ACT scores
    - 2. Need for community service
- B. Increase total operational efficiency.
    - 1. Inflation
- C. Increase effectiveness of staff.
- D. Review and update aims and objectives of community college.
    - 1. Statement of mission of college.

II. Designation of Smaller Planning Team

- A. Person to be employed and to be responsible for staff development
- B. Representatives from college constituencies
    - 1. Formed subgroups
        - a. Maintenance, plus others, e.g., classified
        - b. Faculty
        - c. Administration

III. Means of Identifying Needs

1. Community committee to be appointed
2. Use institutional research
3. Community survey
4. Faculty needs survey
5. Administrative needs survey
6. Classified needs survey
7. Student needs survey

III. Means of Identifying Needs (cont.)

1. Survey (community)
2. Discussion groups (internal)
3. Personal contacts (staff renewal needs assessment)
4. Short-term priorities
5. Long-term priorities
6. Budget
    a. 80%
    b. Consultants (5–10%)
    c. Materials and equipment (5–10%)
    d. Other (0–10%)

IV. Designation of Staff to Participate

1. Volunteers
    Full-time
    Part-time, in-service
2. Mandatory preservice

V. Incentives—Short-term (S) Long-term (L)

1. Released time (S)
2. Special travel budget (S)
3. Self-determination (S&L)
4. Individual and group recognition (S&L)
5. Sabbatical, paid short-term leaves, graduate tuition remission (L)
6. Fellowships for instructional development (proposal basis)
7. Graduate credit
8. Individual and group recognition

VI. Scheduling

A. First year
    1. Monthly planning meetings (first 6 months) leading to staff development initial plan
    2. Status reports on short-term goals (end of first 6 months and first year)
    3. Status reports on long-term goals (end of first and second year)

VI. Scheduling (cont.)

   4. Revise plans and schedule according to evaluative feedback

VII. Suggestions about Staff Selection

- A. Internal and local sources
- B. Consultant
- C. EDO

VIII. Bilateral Agreements

- A. Workshops and seminars relative to content and evaluation of staff development program
- B. Credit courses related to staff development objectives (off- or on-campus)

IX. Evaluation Plan

- A. Internal, informal, affective (process)
  - 1. Feedback and reports from planning team representatives
  - 2. SD activity reports
- B. Measurable outcomes
  - 1. Attrition rate (decrease)
  - 2. Per-student cost
  - 3. Folding partition report (open or closed)
  - 4. Enrollment increase
  - 5. Changes in class size and number of staff
  - 6. Student and faculty attitude survey (% positive)
  - 7. Community service program—types, variety, and number

X. Future Funding Sources

- 1. Minimum of 2% of instructional budget for staff development annually
- 2. Lobby for state-wide staff development money (Change regulation if needed.)
- 3. Federal
  - 1. Fund for improvement of postsecondary education
  - 2. EPDA

XI. Future Funding Requirements

1. EDO office and activities
2. Incentives for growth
3. Instructional Systems Experiments

GROUP C-1

Large Urban Community College

Statement of Purpose

The administration and staff of Urbanite Community College is cognizant of the shift in student needs as evidenced in the recently published data relative to student achievement and urban area needs.

Urbanite Community College is committed to the continued improvement of the instruction/learning process in order to meet the community's postsecondary needs by:

1. Reassessment of the methods of evaluating student needs
2. Reassessment of the curriculum in view of student needs in the areas of
   a. course content
   b. instructional methods
3. Personal and professional development of all staff

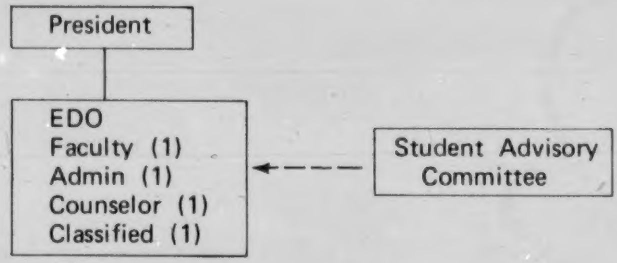
Responsibility for this commitment is shared by the total college community through awareness of role, responsibility, and the purpose of the college.

Planning Team

The team responsible for development and implementation of the college staff development program will consist of five persons as follows:

Educational development officer, chairperson
Faculty member (actively involved in the UCC faculty organization)
Administrative member
Counseling member
Classified member

In addition, a student advisory committee will be formed. The organization's structure (line and staff responsibilities) looks like this:



Means of Identifying Needs

A modification of the attached needs assessment instrument (El Paso Community College) is recommended for assessing specific needs.

A series of open general meetings with various segments of the college community for further assessment is recommended.

Designation of Staff to Participate

Total involvement is encouraged, including the faculty, administration, counselors, instructional assistants, and the classified support staff, i.e., all categories of personnel on a *voluntary* basis.

Incentives for Participation

Since programs will be developed in response to needs expressed through assessing the community, the programs should be self-actualizing. Incentives to participate should include released time, work load adjustments, tuition assistance, and travel on a selected basis and within budgetary constraints.

Scheduling

The needs assessment survey from which initial programs should be identified and developed for implementation in winter term of January 1975 should be prepared and administered early in the fall. This initial six-month cycle should be followed by a full-year program for the following year. The initial pilot program should provide data and input for the subsequent budget cycle.

Staff Responsibilities for Training

The committee will develop a methodology for identifying local resources for training responsibilities prior to any attempt to utilize outside consultants. It is recommended that the committee work directly with deans and division chairpersons for input on in-house strengths.

Other Organizations

Bilateral agreements, if found necessary for implementation and evaluation, should be consistent with board regulations.

Evaluation

Evaluation will begin with the pilot cycle and should be both sequential and systematic.

Future Funding Requirements

Possibilities of federal or foundation funding should be explored. Information derived from evaluation of the initial pilot program will be helpful in preparing proposals.

At present the guidelines for budgeting will require the committee to remain within 1 percent of the total yearly operating budget ($55,000).

30 June 1974

GROUP C-2

Large Urban Community College

A. The college president should announce the mission of the college for the year as well as long-term goals to all employees of the institution. This can be done during a yearly orientation program. Furthermore, a day should be set aside each year on which the president and board of trustees discuss the goals and objectives of the college. Knowing the goals and objectives can help everyone in the college to better understand his role.

B. A campus planning committee should be set up for the purpose of implementing a staff development plan. The members of the committee should include a representative from each of the following groups:

- An EDO or someone who is assigned this function—chairperson
- an administrator
- a faculty member
- a student (preferably from the student council)
- a classified staff member

Each member of the campus committee except the EDO will chair a task force comprised of individuals representative of each group (see Figure 3). The purpose of the task force shall be to adopt an instrument which will survey the needs of each representative group.

The survey, once adopted, shall be disseminated to each of the groups. The surveys, although similar in some respects, will differ in that each group, undoubtedly due to different roles in the college, will require different forms of staff development.

Results of the survey are presented by the chairperson of each task force to the campus planning committee. From the results, the campus planning committee will draft a plan of action. Possibly this plan should be submitted to the staff to obtain a final response.

C. Plan implementation and expenditure of funds should be the responsibility of the educational development officer. The survey will most likely identify common group needs and also individual needs. Therefore, through the campus planning committee, the amount of money allocated for each purpose should be determined.

D. Individuals participating in group staff development programs should be asked to evaluate the conference, workshop, etc., and also indicate any further needs identified as the result of attending the session(s). This will provide the EDO and campus planning committee with continuous information on staff needs. It will also provide this committee with information about subsequent funds which will be needed. Therefore, the committee can provide the college president with precise information on funds needed in the subsequent year and the type of in-service staff development needed.

E. Individuals wishing specialized forms of staff development should submit to the campus planning committee a proposal (standard form). The committee will ultimately determine whether the proposal is granted.

Individuals who do obtain special grants should again be required to evaluate and define future needs.

F. The EDO will present a yearly report to the college president. This report is an account of what occurred and recommendations for further actions. The EDO should also keep all staff members informed of the ongoing staff development programs occurring at the college and the types of responses obtained from individuals in attendance. This could be done, for example, in a bimonthly newsletter.

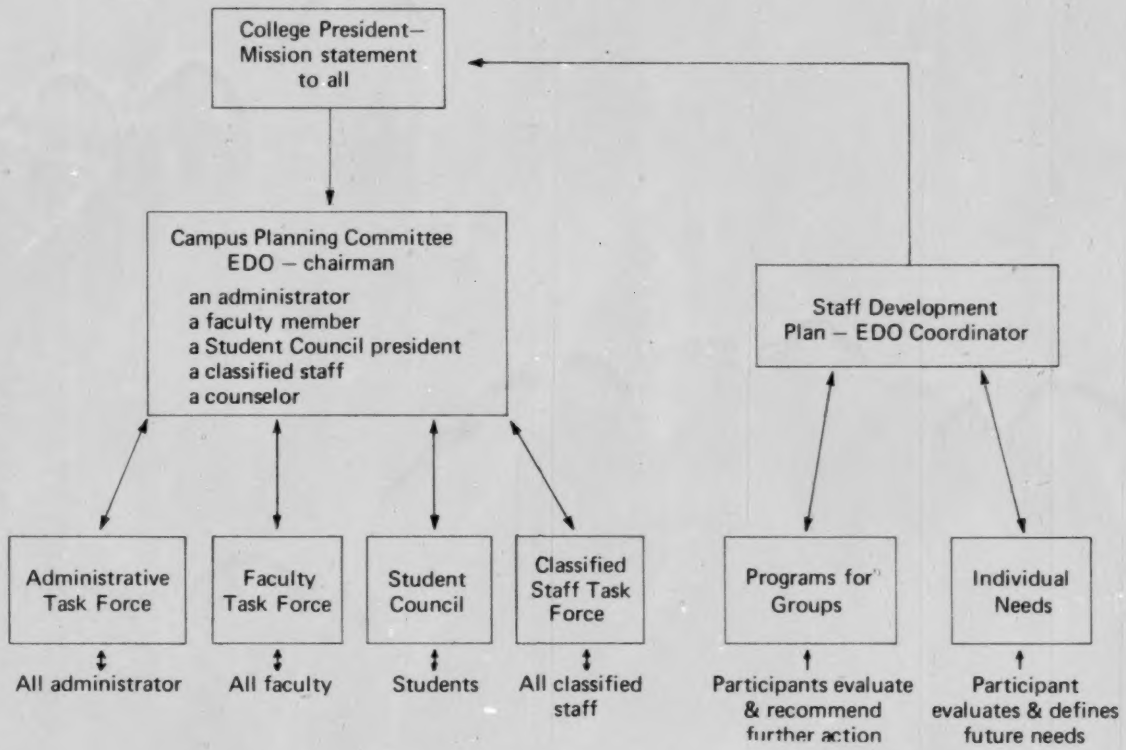


FIGURE 3. STAFF DEVELOPMENT PROCESS

Appendix A:

Community College Staff Development: An Annotated Bibliography

Introduction

The annotated bibliography below offers a review of the substantive literature pertinent to community college staff development. A presentation of significant items on various aspects of the topic was the goal here, not an exhaustive listing.

Several limitations apply to this bibliography. Predominant attention is given to material dealing with in-service education (training for staff already employed and working in the community college). While the stress is on faculty training, a number of documents describe programs which include administrators, counselors, even classified staff. Preservice education and the orientation of new staff receive only the most cursory attention, mainly as the various works discuss them in conjunction with in-service training. Such a limitation seemed appropriate both because of the emphasis of the present conference and because of the significantly slowed growth of the community college movement in the 1970s. The latter point is an important one. In the last few years, evidence has appeared of a significant change in focus from the orientation and assimilation of large numbers of new staff (characteristic of the extraordinary expansion of the two-year college in the 1960s) to the refreshment and upgrading of existing personnel due to the stabilized, low turnover staff situation that is increasingly characteristic of the 1970s. Persons interested in an introduction to substantive preservice and orientation literature are directed to the ERIC brief, *Community College Faculty Development*, prepared for the AACJC 1973 Assembly "New Staff for New Students."

ERIC Document (ED) numbers and CIJIE (EJ) numbers are presented, whenever possible, to expedite the retrieval of information, especially of items not easily obtainable from other sources.

Terry H. Wallace
Harrisburg Area Community College
6 June 1974

Atwell, Charles A. and Sullins, Robert W. "Cooperative Faculty Development." *Community and Junior College Journal* 44 (November 1973): 32-33.

Identifies "the cooperative effort, on an *equal partner basis*, between the community college and the graduate training institution as a commonly lacking element in faculty development. Reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

Barthlow, Robert L. "Don't Overlook Classified Staff." *Community and Junior College Journal* 44 (November 1973): 34.

Stresses need for ongoing staff development program for administrators and classified staff, suggesting rationales and workshop topics.

Bender, Louis W. and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." *Community and Junior College Journal* 43 (October 1972): 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

Berbert, D. G. "Urban Diary: Kansas City." *Junior College Journal* 41 (May 1971): 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and empathic feeling in faculty members, chiefly white, about the environments; attitudes; and social and economic problems of students from different racial, ethnic, and counter culture minority groups. Details on activities and faculty response.

Bessent, E. W. and others. *Designs for In-Service Education.* Austin: University of Texas Press, 1967. (ED 011 591)

Focuses on in-service education for instructional improvement and reviews three approaches the practitioner may use to reach this goal: the laboratory approach, the classroom experience model, and the teaching demonstration model. Although the target audience of this monograph is the public school administrator, many of its observations may be applicable to planning community college in-service education programs.

Bogart, Quentin, ed. *Proceedings: The Third Junior College Conference, April 15-16, 1971, Arizona State University.* Tempe: Arizona State University Bureau of Educational Research and Services, 1971. (ED 065 125)

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies. Win Kelley's paper ("The Competent Community-Junior College Teacher") defining competencies, skills, and attitudes for effective community college teaching may be as applicable in determining in-service needs as it is in targeting preservice goals.

Bushnell, David S. *Organizing for Change: New Priorities for Community Colleges.* New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators, and students; by assessing current population and economic trends; and by drawing upon other research efforts," the authors "hoped to identify and analyze forces influencing the future direction of community and junior colleges." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Chavez, Jose. *Summary of Results: Staff Development Survey.* Washington, D.C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior college administrators in 1969, to determine the staff development needs of community and junior colleges nationally. The present survey sought up-to-date information about the staff development needs of community and junior colleges, about their current in-service programs, and about the role that AACJC should play in providing further assistance to meet staff development needs. Chiefly intended as an information-gathering effort, not an in-depth study. Results from 697 institutions.

Chronister, Jay L. *In-Service Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution.* Charlottesville: University of Virginia Press, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource, and instructional problems and considerations that must be taken into account when the two-year college requires cooperation of graduate institutions in in-service programs.

Cohen, Arthur. "Towards A Professional Faculty." *New Directions for Community Colleges* 1 (Spring 1973): 101–17.

Examines the current status of community college teaching and suggests further professionalization, not along traditional departmental lines, but around the discipline of instruction.

Colman, Clyde Herbert. "Organization and Administration of an In-Service Program for Public Junior Colleges." Doctoral dissertation, University of Nebraska, 1968. Ann Arbor: University Microfilms (Order No. 69-9619).

This research aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization and administration of in-service training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding, and weak support; made recommendations for overcoming these problems.

"Community College Faculty Development." A brief prepared for the AACJC 1973 Assembly, "New Staff for New Students," November 29–December 1, 1973. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1973. Mimeographed.

An annotated bibliography compiled for the 1973 AACJC Assembly on Staff Development. Covers selected items related to teacher preparation programs and preservice and in-service education. Emphasizes special and different types of programs that have been proposed or are in preparation. Can be used as a supplement to the present bibliography.

Connors State College. *Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region.* Warner, Oklahoma, 1972. (ED 069 616)

Reviews an in-service program to train instructors in program objectives and educational needs. Notes on participants, activities, and evaluation.

Cray, John E. "How Do You Feel About In-Service Education?" *Community and Junior College Journal* 44 (November 1973): 28–29.

Report on a study made in April–May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in in-service training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of in-service programs.

DeNevi, D. "Retreading Teachers the Hard Way." *Junior College Journal* 40 (April 1970): 6–9.

Describes a summer institute for community college teachers of the disadvantaged. The program sought to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

Devore, Paul W. *Variables Affecting Change in In-Service Education, Final Report.* Morgantown: West Virginia University, 1971. (ED 070 764)

Attempts to identify variables affecting change through in-service education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a twenty-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

Faculty Development in a Time of Retrenchment. New Rochelle, N. Y.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970s. Chiefly oriented to the university and four-year college situations, although some of its observations may be applicable to community colleges. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible in-service programs, the role of experts and consultants, evaluation, national resources, and intellectual mobility as opposed to faculty mobility. Makes key strategy recommendations.

Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969–1970. Washington, D. C.: AAJC Program with Developing Institutions, 1970. (ED 052 773)

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions. (The second year stressed faculty development and instructional improvement.) Details are given on the program, its history, innovations, and progress.

Fletcher, Leon. "Take to the Road, Teacher!" *Junior College Journal* 37 (October 1966): 19–21.

Describes a Monterey Peninsula College Faculty Travel Seminar funded by the Ford Foundation to gather information on coordinated pre-occupational programs and to observe distinctive instructional programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Fresno City College, Technical and Industrial Division. *Workshop in Preparation of Measurable Performance Objectives.* Fresno, Calif.: 1972. (ED 073 253)

Report of a four-day workshop to help vocational-technical instructors develop performance objectives for their courses.

Garrison, Roger. *Junior College Faculty: Issues and Problems.* Washington, D. C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Upgrading" (pp. 38–46) relates to staff development.

___________. 1969 Seminar for Great Teachers; Preliminary Report on a National Experiment." *Junior College Journal* 40 (November 1969): 7-9.

Reports on participants, program, aims, and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Gilley, J. W. and Tollefson, T. A. *Products and Productivity: A Perspective on Learning.* Durham, N. C.: National Laboratory for Higher Education, 1972. (ED 069 268)

Reports on an in-service education program to train instructors in the systems approach to instruction at Wytheville Community College.

Gleazer, Edmund J., Jr. "Faculty Development Project." *Junior College Journal* 38 (April 1968): 7.

Outlines the AAJC's rapidly expanding Faculty Development Project initiated in early 1968 following the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

Goodrich, Andrew L. "The Now Faculty and the New Student." *Junior College Journal* 41 (May 1971): 26–29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses minority awareness workshops sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Hardner, R. J. and Pratton, D. L. "Curriculum Reform Through Behavioral Objectives: Report of an In-Service Project at Columbia Basin College." *Junior College Journal* 41 (October 1970): 12–16.

Describes the goals, methodology, results, and recommendations of the in-service program of Columbia Basin Community College, a program which aimed to reform the college's curriculum through the implementation of behavioral objectives.

In-Service Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators. Washington, D. C.: American Association of Junior Colleges, 1969. (ED 034 519)

Constitutes the first major national AAJC survey that provided information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, and exposed significant deficiencies in the in-service training supply picture.

Iowa Lakes Community College. *In-service Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation.* Estherville, 1971. (ED 070 761)

Reports on an in-service program for administrators, faculty, and students that stressed innovations in teaching methods and a study of technical media.

Kastner, Harold H. "A System Wide Approach." *Community and Junior College Journal* 44 (November 1973): 14-15.

Review of the model Florida staff and program development effort (which allocated 3 percent of the state's community college appropriation to staff development) after six years of operation. Makes state level recommendations about its mechanics.

Kilpatrick, Gordon. *In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges.* El Camino, Calif.: El Camino College, 1967. (ED 020 721)

Categorizes in-service education by goals; examines various techniques to meet those goals; and discusses barriers to, and supplies recommendations for, establishing a program of in-service education. Suggests a change in focus for in-service education, from the elimination of preservice deficiencies to growth problems facing faculty on the job.

Koile, Earl A. and Gallessich, June. "A New Edge on Education: The Dallas Human Relations Lab." *Junior College Journal* 41 (March 1971): 31-37.

Describes in detail the experience of El Centro Community College (part of the Dallas Community-Junior College District) with human relations laboratories. Discusses the design of the program, its content, results, and evaluation.

Lefforge, O. S. *In-Service Training as an Instrument for Change.* Gainesville: University of Florida Institute of Higher Education, 1971. (ED 055 577)

Presents a plan for community college instructional improvement utilizing in-service education as the instrument of change. Stresses the need to evaluate the results of in-service education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for in-service programs.

Martorana, S. V. and others. "Toward Improving the Learning Process." *Community and Junior College Journal* 44 (August 1973): 56-57.

Describes a statewide model for improving instruction developed by New York with EDPA assistance. Promoting increased opportunities for two-year college faculty in-service education is an integral part of the program.

"Microteaching: In-Service Training for Adult Educators." *Adult Leadership* 22 (November 1973): 179-81. (EJ 085 629)

Describes a teacher training and in-service education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

Miller, Bob W. "Graduate Career Development Center for Community College Personnel." *Audio-Visual Instruction* 19 (January 1974): 21.

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven universities with minimal time spent in residence.

Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." *Community and Junior College Journal* 43 (October 1972): 27.

Calls attention to collective bargaining as a potentially significant instrument for staff development. Advocates a shift in agreements from activities which are *supposed* to result in professional growth to behavioral changes or competencies acceptable as *evidence* of such growth.

O'Banion, Terry. "Patterns of Staff Development." *New Directions for Community Colleges* 1 (Spring 1973): 9–29.

Discusses criteria for improved preservice and in-service programs to assure the quality of community college instruction. The university and the two-year college role in improvement, the place of teaching degrees, federal and state support, and types of in-service programs are discussed. In effect, a general summary of *Teachers for Tomorrow.*

__________. "Teachers for Tomorrow: One Year Later." *Community and Junior College Journal* 44 (November 1973): 10–11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study, *Teachers for Tomorrow: Staff Development Programs in the Community-Junior College.* Reviews legislative developments on the state and national level, the focus on in-service education by old and new community college journals, the growth of in-service programs on local campuses, and new developments in the area of graduate preservice and in-service education.

__________. *Teachers for Tomorrow: Staff Development in the Community-Junior College.* Tucson: University of Arizona Press, 1972.

A landmark in the field of staff development prepared for the President's Advisory Council for Educational Professions Development. Reviews the major current efforts in preservice and in-service program planning and recommends programs designed to meet the various needs of staff, with emphasis on the instructor, the one with critical needs. Programs described require little modification to fit the needs of independent junior colleges and technical institutes.

Samlin, J. R. "In-Service Education in American Public Junior Colleges." Doctoral dissertation, Illinois State University, 1967. Ann Arbor, Mich.: University Microfilms (Order No. 68-403).

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

Schafer, M. I. *The Student Role of Teachers: Faculty Development in the Community College.* Gainesville: University of Florida Institute of Higher Education, 1970. (ED 043 333)

Experts in the junior college in-service field suggest methods for in-service faculty improvement and list significant barriers to effective training.

Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." *Community College Review* 1 (April 1973): 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

Schwilck, Gene I. and Martin, Warren Bryan. "Danforth's Community College Institute." *New Directions for Community Colleges* 1 (Spring 1973): 31-39.

Describes the model Danforth Foundation Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Singer, Derek S. "Do We Need a Community College Institute?" *Junior College Journal* 39 (October 1968): 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, to redress the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

"Some Perspectives on Staff Development." *Community and Junior College Journal* 43 (October 1972): 14-19.

Composed of a number of thumbnail sketches of staff development problems and programs. Contents include: "EPDA at a Community College," David M. Sims and Glen I. Bounds; "Priorities for Training Minority Staff," Howard Simmons; "Orienting Staff to College Goals," Virginia Keehan; "Training on the Multi-College District," R. Jay LeCroy; "Knowing the Student and the College," Wallace F. Cohen; "Training on a Junior College Campus," Peter D. Pelham; and "EPDA at the University of Iowa," Duane D. Anderson.

Tiemann, E. F. *Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin, June 2-July 11, 1969.* Austin: University of Texas, Visual Instruction Bureau, 1969. (ED 068 003)

Report on an institute for junior college and lower-division senior college teachers and administrators, covering learning theories, graphics, media production, and instruction systems facilities design.

Urban Education Institute, Director's Report, 1970-71. Pasadena, Calif.: Pasadena City College, 1971. (ED 077 912)

Report on the Urban Education Institute designed to provide part-time in-service education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Wetzler, Wilson. "A Breakthrough for Faculty and Program Development." *Junior College Journal* 40 (June-July 1970): 13-15.

Reports on early progress in faculty and program development in Florida, after the passage of legislation to assign 3 percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementing a development plan that evolved out of a conference of the Florida Association of Junior Colleges whose purpose was to give substantive direction for profitable use of the funds.

Wilson, Richard E. *Anatomy of a Workshop for In-Service Education Personnel.* Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges, [n. d.] Mimeographed.

Summarizes the substance of an AAJC New Institutions Project Workshop for In-Service Education Personnel dealing with the development, trends, and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of in-service education programs; techniques usable in the presentation of in-service programs; the relationship of in-service programs to the objectives and functions of community colleges; the development of a model in-service program; and the evaluation of in-service programs.

__________. "Staff Development: An Urgent Priority." *Community and Junior College Journal* 43 (June–July 1973): 68–69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive, continuing staff development as the solution of those crippling differences of opinion. Suggests AACJC can provide significant assistance in making in-service education a better and more common practice.

Yarrington, Roger, ed. *Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges.* Washington, D. C.: American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of in-service education that consider present staff development issues, problems, programs, and progress. Contents include "A Futuristic Look at Training," William A. McClelland and David S. Bushnell; "Staff Development: A Priority on Persons," Terry O'Banion; "Governmental Actions Affecting Staff Development," Louis W. Bender; "College Environment as a Determinant in Staff Development," Charles C. Collins; "Differentiating Staffing Patterns and Potentials," Ervin Harlacher and Eleanor Roberts; "Work Experience as a Means of Preparation and Renewal," Arden L. Pratt; "Staff Development: A New Promise to the New Student," Connie Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," Alfredo G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," Arthur M. Eastman; and "A Role for the Discipline Organizations," Michael F. Shugrue.

__________. "Facing the Critical Issues." *Community and Junior College Journal* 44 (November 1973): 8–9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

Appendix B:

Sample Community College Staff Development Programs

COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAMS

This section of the proceedings includes a number of reports on the staff development plans at their respective colleges submitted by participants. The reports indicate a high level of interest in staff development in the fifty-plus colleges from across the country which were represented at this conference. Also evident is the variety of programs in various stages of development.

Participants generally support the following statements regarding staff development:

1. An educational development officer or some one person or team should be charged with the overall responsibility for staff development.
2. All elements of the college staff should be involved in planning, implementing, and evaluating a staff development program.
3. Staff development programs should receive a high priority among college programs as evidenced by fiscal, facility, time, personnel, and psychological support.
4. Staff development programs should be broad enough to provide opportunities for renewal of individual staff members according to identified needs.
5. Evaluation of staff renewal activities should be used internally to revise and improve the effectiveness of ongoing programs.

Walter E. Hunter

Assinboine Community College
Brandon, Manitoba

Assinboine Community College in Manitoba is in the planning and designing stage of its staff development program. The plans, as recently approved, involve these recommendations:

1. It is recommended that a staff development committee be established at each campus. The committees would perform a variety of functions such as: (1) advising and recommending about staff development systems and approaches, (2) serving as an appeal body for those employees wishing recourse to administrative decisions on staff development, and (3) generally representing staff interests in the staff development process.
2. It is further recommended that an advisory committee, consisting of representatives from each college committee, work with the personnel administrator on staff development. This committee would concern itself with: (1) making overall recommendations on policies and procedures pertaining to staff development, (2) playing a major role in assessing the performance and results of the college's staff development program, and (3) becoming a continuing task force on staff development in the community college.

Some of the advantages of this program seem to be as follows:

1. Promotes total involvement by having employees participate
2. Promotes and encourages discussion between supervisors and staff
3. Assists in the development of better employee data
4. Facilitates the development of in-house programs
5. Identifies common needs more readily

Hal G. Pallister
Educational Development Officer

Bay de Noc Community College
Escanaba, Michigan 49829

Bay de Noc Community College for the past three years has participated in the North Border Consortia under a Title III grant from the old PWDI program. The six small, remote institutions involved range in size from 300 to 900 students. Participation in biannual workshops has been most beneficial. Only faculty or counselors are permitted to attend.

In addition to funding workshops, the grant monies have provided travel expenses for personnel, including administrators, which have proved to be most valuable. Detailed reports have been filed by each traveler, with suggestions for implementing plans garnered from the trips. Money has also been allotted for such items as software for individual faculty or for the entire college.

Twice yearly, consultants have been brought to the campus through Title III funds. These consultants have worked with the staff on both an individual and group basis.

Bill Butt
Academic Dean

Davidson County Community College
Lexington, North Carolina 27292

Listed below are 10 major elements of the staff development program at Davidson County Community College.

1. The staff is selected for high initial qualifications:
    a. All have at least a master's degree appropriate to teaching assignments.
    b. Forty percent have at least one year of graduate study beyond the master's degree.
    c. Fifteen percent have Ph.D. degrees. Also, the dean of instruction and associate dean for college transfer division hold Ph.D.s and do some teaching.
    d. All have some graduate study credits beyond the master's degree.
2. The staff is encouraged to continue their professional development through additional graduate studies:
    a. By providing sabbatical leaves every third summer
    b. By arranging their teaching schedule when possible to allow them to take a graduate course at any time in nearby graduate schools
    c. By supporting visits to recognized self-instructional (or "open ended") laboratories
3. The staff is further encouraged toward continuing professional and instructional materials development by supporting their attendance at professional meetings and at workshops on new teaching techniques and media preparation and by providing media specialists, library materials, student teacher aides, and student laboratory assistants.
4. The college has obtained several grants to compensate teachers with released time and extra pay for preparation of self-instructional materials to aid their students.
5. The college provides an abundance of audio-tutorial and audio-visual materials to aid the instructors.
6. The college spends much time and effort in developing procedures for teacher evaluation and teacher compensation.
7. The administration has encouraged the organization and implementation of a faculty forum and senate which is represented on the administrative council. All actions of the council relating to academic matters are passed on to the senate for approval before final implementation. Through the senate, the instructional staff is given a voice in offering constructive criticism.
8. The college requires each instructor to submit up-to-date course outlines which include terminal objectives.
9. The provision of adequate clerical personnel to help type and duplicate instructional materials prepared by faculty is an essential element of the program.
10. The college has purchased commercial audio-tutorial materials for those instructors who want to use them in "guided studies" (remedial) courses.

W. G. Sink
Associate Dean

Delaware County Community College
Media, Pennsylvania 19063

The staff development program at Delaware County Community College has a funding ceiling of about $50,000 annually, although the full amount is seldom expended. Goals are mostly short-range and ad hoc, due to the fact that no group or individual has assumed responsibility for long-range planning.

Funding is allocated as follows:

1. Each of the 75 full-time faculty is entitled to reimbursement of tuition for graduate study up to six credits each year at the rate of $55/credit.
2. Released time totaling about $20,000 is provided annually, mainly to develop materials that support instructional effectiveness.
3. Each of the three academic divisions (each has about 25 faculty) has a travel budget of about $2,000 annually. Priority in the Communications and Humanities Division, for example, is to support travel to community colleges using audio-tutorial instruction and to institutions with significant community service programs in music, theatre, and art.
4. Workshops are held twice each semester. Much of the workshop time is spent on a profile of presently enrolled and prospective students, and in revising goals for courses. Resource speakers are often used. This coming semester, for instance, the Communications and Humanities Division will have a resource person for black English, since an increasing number of our students are black and many black students in the past have had difficulty with our traditional English courses.
5. Division meetings and administrative councils are used to exchange information about various instructional techniques, such as group discussion methods in teaching, and administrative techniques, such as management by objectives.

John Halligan, Chairman
Communications & Humanities Division

El Paso Community College
El Paso, Texas 79904

Plans for the staff development program at El Paso Community College for 1974-75 include the following:

1. An EDO team has been formed and a meeting has been scheduled to provide input into plans for staff development. The team is representative of all the staff and faculty.
2. Plans for faculty development days, required by terms of the contract, have been made that include preservice training for the newly hired faculty and in-service for both new and returning faculty prior to the beginning of each semester and again at mid-semester.
3. Graduate and postgraduate courses will be offered through the University of Texas at El Paso for the staff and faculty for the first time this fall. Two courses each semester, fall and spring, will be offered as well as an in-service, job-related practicum next summer.
4. Provision has been made for ongoing, voluntary experiences throughout the year. This year one of the emphases will be human potential; another, sharing experiences with members of our own staff as consultants.

El Paso Community College (cont.)

5. Approximately 20 to 30 full-time instructors will be granted from three to nine hours of released time this fall and next spring for materials production. This opportunity is provided through a grant from the Fund for the Improvement of Postsecondary Education and is designed to meet a specific goal and objectives that reflect certain aspects of the El Paso community and the college student body. (This is the second year of a three-year period providing this opportunity.)
6. For the third year in a row, the college will provide Spanish-language training on two levels.
7. For management, the college will be continuing to provide seminars as it moves into the second year of a management-by-objectives system.
8. Each month, the college will be bringing in an instructor-consultant in designated areas to work with the faculty in the design of materials and the implementation of innovative methodologies on a small-group, discipline-related, voluntary basis.
9. Each month, the college will bring in speakers and/or consultants in bilingual/bicultural education. The presentations are open to members of the community.
10. The college will provide training experiences for personnel who want to upgrade their skills for lateral or vertical moves within the institution.
11. The college will provide opportunities for the staff to attend off-campus conferences, etc., and to visit programs of interest to them.

Margaret Haddad
Educational Development Officer

Greenfield Community College
Greenfield, Massachusetts 01301

At the present time, Greenfield Community College does not have a clearly defined staff development program. There are, however, facets of a potential program which are currently important parts of the daily operation of the college. Several of these are listed below:

1. Academic Advising. At Greenfield Community College, academic advising is performed by the entire faculty. This dictates that each faculty member be constantly apprised of changes in advising procedures, in-house curriculum, evolution and degree requirements, and transfer institution degree requirements. In the past, faculty workshops have played an important part in the relay of the above information.
2. Curriculum Development. A three-week January interim period enables faculty members to experiment with curriculum design and instructional techniques. This provides an opportunity to develop curriculum in their areas of academic training in the classical sense and also to experiment in areas of avocational expertise if they so desire.
3. Faculty Committee for Developmental Evaluation. A committee instituted by and comprised of faculty members has the express purpose of providing input for the improvement of teaching through a process of both student and peer

Greenfield Community College (cont.)

evaluation. Involvement is on a voluntary basis, and the results are held confidential unless released by written consent of the person being evaluated.

4. Professional Development. An agreement within the Commonwealth provides that faculty members from GCC are provided the opportunity of taking extended course work at the University of Massachusetts and/or state college campuses on a tuition-free basis.

Toby B. Sutton
Assistant to Dean of Faculty

Kellogg Community College
Battle Creek, Michigan 49015

The staff development program centers around personal and professional improvement within a framework of institutional needs. The four primary steps in the program include:

1. Defining the institutional needs (goals) in terms of educational tasks
   The administrative council, consisting of department chairpersons, deans, vice-presidents, and the president, determine short-range (one year) and long-range goals for the organization. This process represents input from staff and administration.
2. Defining the skills needed to fulfill the identified needs
   Individual departments and divisions define the specific skills and tasks necessary to meet the institutional needs (goals). This is done by department chairpersons with their respective staffs.
3. Assessing the present skill level of our staff in light of the institutional needs
   The present level of staff skills is determined primarily through evaluation by department chairpersons, student evaluation, and self-evaluation by staff.
4. Designing in-service experiences which provide staff with skills necessary to meet institutional needs
   The design of in-service programs is accomplished by a planning committee consisting of administration and instructional staff who process the data provided in the previous steps. In-service is provided by a variety of methods:
   1. Tuition incentives (includes books and expenses)
   2. Performance contracting for instructional development
   3. Consulting
   4. Special workshops centered around specific needs
   5. Graduate courses presented on campus

Frank Crookes
Director of Instructional Design

Lake Michigan College
Benton Harbor, Michigan 49022

The current staff development program of Lake Michigan College has the following provisions:

1. Provides memberships in (and literature regarding) various professional organizations

Lake Michigan College (cont.)

2. Supports attendance at state and national conferences and workshops
3. Sponsors in-service workshops such as: orientation to the college and to the year's program, schedule, and organization (September 1974); four sessions on four general topics (January 1975); administrative workshops on management techniques (January to March 1975); and staff development workshop for administrators (April 1975)
4. Sponsors visits to other campuses
5. Schedules special speakers
6. Encourages staff-developed grant proposals
7. Encourages department-developed new techniques and organizational patterns in consultation with deans
8. Establishes institutional ad hoc committees to study and recommend specific areas of development, such as alternative time modules and developmental (remedial) studies programs
9. Established an instructional advisory committee composed of faculty and instructional administration to advise and recommend on matters in instruction
10. An institutional self-study steering committee was established. This committee is comprised totally of faculty members

It is desirable for the staff development program at Lake Michigan College to move toward inclusion of the following items in the near future:

1. A coordinator of staff development to provide leadership for the program
2. A committee to assess needs, establish alternative programs, and suggest allocation of funds
3. Initially, use of outside consultants to stimulate and inform the staff
4. Continuation of scheduled visits to other colleges
5. A method for periodic meetings of faculty to share experiences
6. Incentives for participation in the program

Richard Creal

Lehigh County Community College
Schnecksville, Pennsylvania 18078

Areas of activity in the Lehigh County Community College staff development program are as follows:

Administration. Using the resources of Penn State's Center for Higher Education (specifically Dr. James Hammons of the Center staff), we are conducting sessions on management by objectives; we plan to implement a dry run for the president's staff by September and one for middle management by January.

Faculty. The faculty is exposed to one national personality each year for the purpose of bringing new ideas on campus. A number of faculty serve on a task force which arranges two faculty development days per year. This year, the task force will have some funds to encourage faculty development projects on an individual or small group basis in addition to programs for the entire faculty.

Lehigh County Community College (cont.)

Classified Staff. The secretarial and maintenance personnel are given an orientation to the college's philosophy in general and Lehigh County in particular. Sessions are being planned for improvement of job skills.

Robert L. Barthlow
Vice-President for Academic Affairs

Lord Fairfax Community College
Middletown, Virginia 22645

The implemented faculty/staff development program at Lord Fairfax Community College includes the following elements:

1. General Purpose workshops or seminars are conducted for faculty and staff by consultants. Past topics have included "Instructional Systems Approach and Self-Instructional Design" (Rita Johnson); "Contemporary Community College Trends" (James Wattenbarger); "Educational Technology Applications" (Gabriel Ofiesh); "Management by Objectives: Models and Applications" (Jay Chronister).
2. Special Purpose workshops, seminars, and conferences are sponsored by the Virginia Community College System for the faculty, the administration, and the student services and classified staff personnel. Allocations are made for travel, lodging, meals, and fees.
3. Graduate Courses in Higher Education from Virginia Tech and the University of Virginia have been offered on our campus during the past two years.
4. Professional Development Materials, mostly auto-instructional, have been installed in the learning center for faculty use. The majority of these are multimedia packages aimed at developing the systems approach to instruction.
5. An Instructional Development Clinic was established during the 1973-74 academic year. Essentially, this voluntary, clinical approach to instructional problem solving provides participants with the opportunity to give and receive help on the planning, design, implementation, assessment, and revision of college courses based upon action research. The clinic has already served many faculty training needs.

A faculty/staff development steering committee was recently established. The committee includes representatives of full-time and adjunct teaching faculty; middle-level administrators and supervisors; and student services, learning resources, and staff personnel. The committee will produce and coordinate the implementation of a comprehensive faculty/staff development program for the college. The college will seek to systematically improve its program through reordering its priorities, program practices, and bases for resource allocations for facility development during 1974-75.

Harold G. McMullen
Dean of Instruction

Mohawk College of Applied Arts and Technology
Hamilton, Ontario

The Mohawk College of Applied Arts has a staff development program consisting of (1) a three-phase program for new faculty, and (2) a two-part program for all faculty as outlined below:

1. Program for New Faculty
   a. Preservice. Two to three weeks of instruction, discussion, seminars, etc., regarding postsecondary education; educational processes, techniques, and teacher-student relationships; several practice classroom presentations, and an orientation to the college community.
   b. In-Service. One half-day session per month for the first two years as a faculty member. These sessions deal with a variety of topics relevant to teaching and learning; such as grading, motivation, testing, use of discussion groups, case studies, etc.
   c. Faculty Development Report. A report describing a piece of original research in education, an adaptation of other research to teaching or a new instructional technique or other educational approach.
2. Program for All Instructors
   a. Spring Program. A spring program of approximately 12 distinct activities is offered each year to the college faculty. Included are seminars, workshops, lectures, and short courses on a variety of topics related to the improvement of the educational process in the college.
   b. Specially Scheduled Events. Special events and guest speakers are occasionally scheduled on topics of college-wide interest on, for example, such themes as "Behaviorism in Education" and "The Systems Approach to Learning." (In addition, all members of the faculty are encouraged to participate in those activities designed for new instructors.)

The college's professional development program is planned and executed by a committee of faculty representatives chaired by the director of educational services. Each faculty representative to this committee serves as a coordinator for his division and is available for individual assistance to his colleagues on request.

Responsibility for staff development for administrative, clerical, and other nonteaching personnel resides with the college's personnel department. No formal program exists in this area, but occasional presentations are made on such topics as "Management Responsibilities under a Union Contract," "Issues and Problems in College Financing," etc.

Preston S. Merrill
Director of Educational Services

Montgomery County Community College
Blue Bell, Pennsylvania 19422

During the past year the faculty development program at Montgomery County Community College has consisted of faculty aid for course work and seminars, funds for faculty travel, course reductions for institutional research, an on-campus graduate course sponsored by Penn State which deals with two-year colleges, faculty and departmental seminars to discuss

Montgomery County Community College (cont.)

alternative courses and teaching methods, and faculty meetings called to share findings from institutional research studies.

In preparing for a visit by the Middle States Accreditation Association for fall 1974, a decision was made to focus on seeing strengths and weaknesses as clearly as possible, and to use information gained to plan for change. A decision was made to involve faculty who had never done this type of work, e. g., a faculty member from the English Department who previously had no interest in research agreed to do a follow-up on "Barely Admissable Students at Montgomery County Community College." A fundamental question raised in the studies was: "How well are we doing what we say we are doing?"

In many cases, as anticipated, these studies have not been sophisticated; however, they have been discussed by the researchers in faculty meetings called for this purpose, and at length in informal sessions. It is noteworthy that faculty members, especially those directly involved in research projects, continue discussion on the outcomes of these studies even at social functions.

Several formal sessions led by faculty at the college and outside guests were held to discuss ways of improving the learning climate. Myriad ideas have been generated by these meetings, some of which have already been implemented, e. g., a change in grading system, a core of courses in general education, alternative courses and teaching methods, and changes in curriculum requirements. Other ideas are being evaluated by appropriate committees with anticipated implementation.

For Montgomery County Community College, the use of institutional research as a springboard for faculty development has proved far more successful than the so-called orientation weeks.

Emory E. Holland
Dean of Academic Affairs

Mount Aloysius Junior College
Cresson, Pennsylvania 16630

Staff development at the college historically has been conducted on an individual, ad hoc basis. Founded by the Religious Sisters of Mercy in 1939 and staffed (90%) by them until the early 1960s, the college simply provided educational experiences, usually at other institutions of higher learning, as the need and occasion arose.

With the influx of lay faculty during the 1970s, the same policies were continued—faculty were sent for courses, workshops, and conferences as each individual, or chairperson, or dean saw a need. With the budget crunch of the early 1970s, it became almost impossible to fund such travel and educational expenses. As a result, for the last three years fall faculty orientation programs have been held for new and returning faculty. At the fall workshop a returning faculty member is assigned to each new faculty member to serve as a mentor throughout the year.

Faculty needs are surveyed, then programs and workshops are scheduled in response to those needs. During the past two years, workshops have been held on motivation theory, test construction, modular calendar, audio-visual machines and techniques, behavioral objectives, and teaching techniques. Update workshops have been conducted for the secretarial staff, and all employees may take at least one course of their choosing at the college each semester at no tuition cost. For the last three semesters, the college has had one in-service workshop each semester for instructors in the Criminology Department.

All of the programs mentioned have been ad hoc, i. e., primarily addressing needs as perceived by individuals or small groups as determined to some extent by the surveys.

With the changing face of education at the college (more local students, more students who are older, more part-time students, more low-achievers), faculty feel a need more than ever for help in areas ranging from philosophical reaffirmation through remedial techniques to newer teaching strategies. To meet these most evident needs, faculty development has been assigned as a matter of chief priority to the faculty affairs committee which is planning to conduct a more intensive survey of needs. All members of the college staff will be surveyed to determine what they perceive individual and institutional needs to be.

The charge to the committee is to design a thorough plan for ongoing development. It has already been established through a combined process of staff survey and committee decision that the fall 1974 orientation workshop will deal with the question of value clarification. A professional team has been identified through faculty recommendation to conduct several sessions in group dynamics.

James M. Salony

The Northeast Mississippi Junior College
Booneville, Mississippi 38829

Following are the major elements of the staff development program at The Northeast Mississippi Junior College:

1. *IN-SERVICE WORKSHOPS* are conducted mainly on departmental levels. Demonstrations of teaching techniques are given by state-department-of-education employees and experts from area schools, colleges, and universities. For example, a consultant from Clemson University, South Carolina, demonstrated and lectured on the audio-tutorial system of teaching, and a state-department-of-education consultant lectured on the individualized instructional concept in the vocational division.
2. *VISITING CONSULTANTS* are employed to work with the faculty. Recently, Dr. Ralph Kirkman, Professor of Education and editor of the *Peabody Journal*, George Peabody College for Teachers, Nashville, Tennessee, talked with the entire faculty about "The Role and Scope of the Community College."
3. *GUEST SPEAKERS* are often scheduled to speak to the entire faculty. For example, George McLean, publisher of the *Daily Journal*, Tupelo, Mississippi, and former professor of English at Southwestern, Memphis, Tennessee, spoke on the desired end result of a college education.
4. *GRADUATE COURSES* are made available on campus by bringing in visiting professors from state universities.
5. *TUITION FOR ADVANCED STUDY* for the faculty and staff is funded by the college.
6. *CONFERENCES*, seminars, workshops, and convention expenses (travel, registration fees, etc.) are funded for faculty and staff who wish to attend.

The Northeast Mississippi Junior College (cont.)

7. *A PROFESSIONAL LIBRARY* of up-to-date educational books and periodicals is maintained.

Joe M. Childers
Dean and Administrative Assistant

Northern Virginia Community College
Annandale, Virginia 22003

The professional development program of Northern Virginia Community College applies to all college personnel. The program is designed to meet six broad categories of needs:

Subject content in teaching fields: to increase what the individual knows and how much

Instructional methods and concepts: to increase the individual's proficiency in transferring what he knows to others

Technical support skills: to improve proficiency in operation of equipment and facilities and in other technical, nonacademic skills

Administration and management: to increase proficiency in administrative operations and in efficient planning for and utilization of manpower, money, and similar resources

Local requirements: to provide for such needs as local orientation, community relations, familiarity with college philosophy and goals

Personal development: to provide education, training, or other activities which may not be directly job-related but which may benefit the development of the individual as a person

To implement the program, each campus has designated a campus program coordinator who is responsible to the provost. Each of the operating elements of the campus (academic divisions, learning resource center, student development, continuing education, and business office) has a coordinator for that unit's program. In most cases, the coordinator is the division chairperson or element head. These form an advisory group on campus, chaired by the campus coordinator, for the purpose of monitoring the campus program which includes the following:

1. Annual planning (needs, resources, availabilities, budgeting, priorities)
2. Obtaining and disseminating information
3. Making arrangements for specific program activities
4. Continuous evaluation of the program and its elements

The college staff unit is coordinated by the dean for instructional services who also serves as chairperson of the college wide professional development committee. The basic operating principle is that each unit surveys its needs, determines resources and priorities, and drafts a program. Program elements which are common to several divisions or which are beyond the division capability, will be considered for action at the campus level. Those which are common to several campuses or beyond campus resources will be forwarded for consideration at the college level. At this time (June 1974), the program has not proceeded beyond a survey of needs. Based on this survey, it is anticipated that the initial college thrust of the

Northern Virginia Community College (cont.)

1974-75 program will be instructional measurement and evaluation, with some additional effort in the area of instructional design in specific subjects and disciplines, computer/data processing concepts and techniques, modules of information for campus/college orientation that will be designed and mediated, and several college unit-based programs.

Jean Netherton
Dean for Instructional Services

Ocean County College
Toms River, New Jersey 08753

Ocean County College recently began planning for a long-term coordinated staff development program. Below are a few of the initial ideas proposed as components of the program:

1. The Establishment of a Professional Development Center. The center will consist of a suite of rooms containing office area for the educational development specialist, a reading room containing professional development print and nonprint materials available for staff use in the reading room or on a checkout basis, and a conference room for use in conjunction with the staff development program.
2. Regular Surveys of the Professional Staff. Surveys will be made periodically to ascertain relevant staff development topics.
3. Group Seminars Intended for Selected Audiences. Sessions for selected staff would include: a training seminar for new adjunct faculty lacking formal teacher training, a faculty evaluation workshop directed at those who evaluate faculty, an MBO (Management-by-Objectives) workshop for intermediate-level administrative staff, and a session on the preparation of summer innovative fellowship proposals.
4. A Series of Presentations. General topics of interest regarding instructional development will be scheduled as needs are identified.
5. A Semester-Long Course. A course on systematic instruction will be offered at the departmental level.

It has been recommended that the college (1) consider making innovative fellowships available during the fall and spring semesters and (2) investigate possible incentive techniques with regard to the staff development program.

James J. McGinty
Educational Development Specialist

Pasadena City College
Pasadena, California 91106

The staff development program at Pasadena City College emphasizes individualization and utilizes area specialists in its plan for faculty development as outlined below:

Pasadena City College (cont.)

I. Basic Philosophy

1. Staff Participation. Each program for professional growth of the Pasadena City College staff is established through staff participation during initiation and development of the program.
2. Individualized Programs. Rather than umbrella programs encompassing the entire faculty, individualized programs that meet the needs of small groups or individuals prevail.

II. Initiation and Implementation

1. The Professional Growth and Program Committee. A standing committee of the faculty senate, called the Professional Growth and Development Committee, has initiated many of the staff development activities that now operate routinely. Frequently, an activity once initiated is implemented through an ad hoc committee set up by the faculty senate.
2. Educational Development Officer. An educational development officer, who is a specialist in a specific learning area, has been employed to help update and develop the curriculum in that one subject or learning area. The pilot program is in communications. For two years, the EDO has worked in the Journalism Division, helping develop a career sequence as an addition to the thirty-year-old transfer program. Enrollment went from 30 to 232 students. Staff increased from two part-time to four full-time faculty. In fall 1974, the EDO will work with the Telecom Division. Consideration is being given to hiring several EDOs who are specialists in the specific curricula needing development.

III. Staff Development Programs Now in Operation

1. Diversified Faculty Meetings. Each semester, the president-superintendent divides the entire faculty into 20 small cross-sectional discussion groups and holds an hour-long meeting with each group to consider a college wide problem, such as budget, or to permit faculty to initiate discussion items.
2. Teacher Evaluation. Teacher evaluation involves student evaluation (using the computer), self-evaluation, peer evaluation, and administrative evaluation—all designed to improve teaching. All teachers are evaluated.
3. Creative Instructional Programs (CIP). A budget of $25,000 annually funds the creative instructional programs. The CIP is a fellowship program established to encourage and assist faculty members in the development of innovative techniques of instruction.
4. Conference Attendance. A minimum of $25,000 is spent annually by faculty members to attend conferences. Additional sums are available for unscheduled conferences.
5. Faculty Participation in Curriculum Planning. Course outlines, catalog descriptions, course sequences, and other activities necessary for curriculum planning are developed by those who teach in the classroom.
6. Planning Facilities and Ordering Equipment and Supplies. Planning for new buildings and remodeling existing structures begin with the classroom teacher. Likewise, equipment and supplies are ordered by the classroom teacher and follow an established pattern for implementation.

Pasadena City College (cont.)

7. Advisory Committees. Community members participate actively on college-community advisory committees to help keep faculty members up-to-date when planning career programs.
8. Adult Classes. Whenever a group of instructors wish to organize a seminar on such programs as "Developing Instructional Media" or "Improvement of Listening," they may do so as an adult class and will receive credit on the salary schedule.
9. Sabbatical Leave. Sabbatical leaves are granted for professional study or travel to 4 percent of the faculty at 75 percent of the full salary.
10. Advancement on Salary Schedule. Teachers may advance on the salary schedule through formal academic units or equivalent units earned.

Esther R. Davis
Educational Development Officer

Sheridan College of Applied Arts and Technology
Oakville, Ontario

The Sheridan College Board of Governors, recognizing that the quality of education is dependent upon the quality of the teaching staff, has established a faculty development fund equal to one-half of one percent of the total instructional salaries budget each year, and this fund is administered by the Faculty Development Fund Committee. The committee consists of one elected representative from each division.

The above fund has been established to facilitate faculty development through in-service training, conventions, inter-college visits and for development courses which are recognized as being of primary significance to the instruction provided by a teacher. The fund is available to full-time teaching staff only. Applications for funding must be made by the faculty member, usually through the divisional chairperson, to the committee. Examples of amounts funded include: traveling expenses and fees to attend an educational center or take a special course, up to a maximum of $300.; traveling allowance for masters delegated to conventions that include transportation costs plus a per diem of $40. The total of transportation and per diem expenditures not to exceed $300.

Mini Grants. In addition to funding of activities mentioned previously, mini grants are awarded by the FDFC (Faculty Development Fund Committee) to provide money to the master (instructor) which might not ordinarily be available through the divisional budget. This money is to be used to experiment and to evolve programs which will increase the effectiveness of instruction in the classroom. It is the proposition of the mini grant program that experimentation will promote sounder and more relevant decisions about teaching-learning arrangements than those decisions which have been and are now based upon tradition, hunch, and dogma.

The application for a mini grant should include a brief statement of the teaching-learning problem(s) to be attempted and must contain some indication of how the program will be evaluated. It should also include the time involved and an approximate cost. A brief evaluation report is required at the conclusion of the program.

Examples of how mini grants may be used include: purchase of programmed instruction books for use in a study comparing programmed to classroom rate of learning; special supplies, speakers, or films which are beyond normal divisional budgets; rental of special equipment; typing and research assistance for development of any new instructional technique; and development of a program into a self-directed learning program.

A capsule view of the development activities at Sheridan College is as follows:

1. Orientation of New Faculty
   a. Compulsory for all new full-time staff
   b. Two weeks in August
2. First-Year Faculty
   a. Contact with EDO (educational development officer) throughout the year
   b. Individual study (presentation to new staff)
   c. Teacher Education—a one-week, in-depth program in June of first year
3. Guest Speaker Series
   a. Held at breakfast, dinner, or after school
   b. Scheduled throughout the year
   c. New staff must attend some
   d. Voluntary for the rest of the staff
   e. Covers a range of topics
4. Workshop Series (spring)
   a. Topics based on staff needs
   b. Voluntary attendance
   c. Use own staff and guest resource persons
5. Educational Development Officer Services
   a. Serves as a consultant on an individual or divisional basis. A major objective is that the experience is low-risk and non threatening to the faculty.
   b. Issues *Methods and Media,* a monthly publication for all staff which covers a range of educational topics and provides other current professional development information.
   c. Encourages each individual to accept the responsibility for his/her personal growth and effectiveness, and to voluntarily consult with the educational development services to work out an appropriate developmental program.
   d. Provides for an exemption board to consider applications for exemption from in-service programs by new faculty members who bring a background that has adequately prepared them for teaching in a College of Applied Arts and Technology.

Fred Woolley and Jim Finlay
Educational Development Officers

Pitt Technical Institute
Greenville, North Carolina 27834

The first formal in-service training program at Pitt Technical Institute was in June 1972, consisting of a three-day workshop to acquaint the faculty with methods of individualizing instruction. In July of that year, we joined with three other schools in a Title III consortium to further develop and implement the systems approach to instruction. At this time, the position of educational development officer was created to provide the staff with in-service training programs and assistance in improving instruction.

Pitt Technical Institute (cont.)

The primary objective of the 1973 in-service training program was for each faculty member to select one of the courses that he taught and produce a completed course outline, syllabus, or self-instructional unit that incorporated the six components of the systems approach. Some of the topics covered were: developing course outlines, writing behavioral objectives, incorporating educational technology into learning activities, course evaluation, and constructing criterion-referenced tests. Some of the sessions were conducted by the educational development officer; guest speakers from the State Department of Community Colleges and other educational institutions conducted other sessions. Attendance at the sessions was voluntary, but "strongly urged" by the director of faculty. The attendance at tht sessions was good; however, only a small percentage of the faculty actually met the objectives of the program by producing a completed project.

To try to remedy this and to provide an incentive for more active participation, the administration has tentatively approved salary credit to faculty who choose to complete these training programs beginning with the 1974-75 academic year. Although specific details have not been finalized, several alternatives are under consideration. The most workable plan seems to be that of equating in-service credit hours with university credit hours in working toward the different educational levels (degree plus "x" number of hours) on the salary schedule.

Since the faculty turnover rate is low and only two to five new staff members are hired each year, there has been no formal preservice training at this time. Each department head orients his new staff. However, all new staff are required to attend the planned in-service training programs during their first year.

Lynda Wilms
Educational Development Officer

Prince George's Community College
Largo, Maryland 20870

In essence, the staff development learning system at Prince George's Community College has met the following objectives:

1. To implement and institute effective means to determine student interests, needs, and level of academic skills.

   The students in this sense are the professional staff members of the college. The diversity of programs offered has been created through identification of needs by survey and the perceptions of the committee about the educational priorities of the institution.

2. To develop an instructional model that accommodates individual differences among students by providing a variety of ways to achieve an agreed-on set of instructional objectives.

   The eclectic nature of the staff development program has effectively provided optional modes of learning for the participants. Lecture format, workshops, experiential learning, and individual assistance have been utilized.

3. Involve academic faculty and other staff members of the college in a cooperative effort to improve the instructional process.

Prince George's Community College (cont.)

Perhaps no other learning system on campus accomplishes this objective more than the professional development program. The interaction of faculty of all disciplines as well as administrators and other professional staff members in the improvement program admirably illustrates the cooperative effort necessary for instruction.

4. Provide a significant degree of instructional flexibility to make future growth and limitations of space less traumatic to students and to faculty and less inhibiting to the instructional process.

   The professional development program is integral in the examination of flexible systems for education. The program itself is a model for diversified educational processes which make optimal use of available resources.

5. Provide instructional options for faculty, staff, and students who want to participate in and contribute to the academic program of the college outside of the traditional self-contained classroom.

   The program provides a coordinating center for the many nontraditional explorations of the faculty and staff. It is an "accrediting" clearinghouse for innovation as well as a stimulant for change.

6. Make innovative instruction more attractive to the faculty, the staff, and the students of the college.

   Again, the major goal of the program is to accomplish just this. The exposure to a variety of ideas has a direct spinoff effect on the implementation of innovative instructional strategies.

7. Provide alternative modes of professional growth and development for faculty and staff as an integral part of the learning process at the community college.

   By definition, the professional development program provides alternative modes for professional growth. The program has been developed to enhance the professional stature of the community college, and it has been very successful in achieving this objective.

In conclusion, the staff development "learning system" is one of the most important areas developed at Prince George's Community College in the last five years. The future plans for its expansion are evidence of its growing credibility and success.

Peter F. Burnham
Coordinator for Staff Development

Sault College
Sault, St. Marie, Ontario

Currently there are three areas of activity in the Sault College staff development program.

Sault College (cont.)

1. *In-service training* over past years has been directed by one person who is responsible to the president. The format is as follows:
   a. Orientation—one week
   b. Weekly sessions consisting of lectures, research projects, and readings — 3 hours per week for 2 years.
2. *The professional development committee* has a chairperson (an executive member of the faculty association) and interested faculty members. The committee has a budget which it administers. Activities during the past year included (a) on-campus seminars using local resources, (b) a graduate M.Ed. course, and (c) faculty attendance at conferences and workshops off campus.
3. *The Chairperson of the Retraining Division* has initiated his own professional development program, the "Teacher Effectiveness Training and Certification Program," through the Ontario Institute of Continuing Education.

Gordon L. Stone
Facilitator

Shenango Valley Campus
Sharon, Pennsylvania 16146

Staff development at the Shenango Valley Campus presently consists of the following:

1. Allocate a portion of the budget for travel, i.e., attendance at professional meetings of a particular discipline.
2. SVC host to the Penna. Assoc. of Two-Year Colleges' annual meeting. This year, several faculty participated by making a presentation, and a large percentage of our faculty attended the meeting.
3. The vice-president for undergraduate studies sponsored a two-day program on "Thematic and Integrated Studies at Behrend College" and a few SVC faculty attended.
4. Eight or nine faculty members worked together to develop an interdisciplinary course, "The Future of Man."
5. Five faculty, along with three administrations, a counselor, and two students, worked on a planning task force to guide the campus for the next five years:
   a. An educational consultant helped organize and guide the project.
   b. Community needs were surveyed
   c. Efforts to identify new programs and new directions were made
6. Dr. James O. Hammons, of Penn State's Center for Higher Education, presented a half-day workshop for faculty and interested administrators on systems instruction.

Wayne D. Lammie
Acting Assistant Director for Resident Instruction

West Virginia Northern Community College
Wheeling, West Virginia 26003

In 1972 the West Virginia Board of Regents converted the two branch campuses of West Liberty State College, a four-year liberal arts institution, to a dual campus community college to serve the five counties of the Northern Panhandle of West Virginia. In a state of metamorphosis, West Virginia Northern Community College was challenged to establish its identity and mission as a community college.

Externally, the continuing success of the transition is indicated by a 176 percent increase in student enrollment (1104, fall 1972; 3048, spring 1974); a wide range of courses, programs, and community services jointly sponsored with the community; the development and implementation of eight new community-initiated curricula; and the addition of a third campus. Internally, it is continually necessary for the staff, primarily inherited from the four-year environment, to undergo a metamorphosis which results in greater understanding of and more responsive services for our students.

During the initial year of growth, the college sponsored an in-service program of lecture/workshops which permitted our staff to interact with national consultants on the responsibilities of the community college concept. While initially valuable, this format proved inadequate to assist our staff to meet the increasingly diverse needs of our students. Consequently, a college wide committee was commissioned in January 1974, to formulate a plan for more responsive staff development.

The committee for staff development, composed of representatives of the support staff, faculty, and instructional and noninstructional administration, began by reviewing the current staff development literature and surveying the needs of their constituent groups. In addition, 15 community colleges in 11 states, as suggested by Raymond Schultz and Terry O'Banion, were surveyed with regard to their approaches to staff development. From January to May 1974, committee discussion, review, and revision based on college wide input determined a plan for "continuous, cohesive, and positive institutional/individual renewal."

While WVNCC's plan for staff development, aptly named metamorphosis, will focus on the college's mission, it will emphasize the role of the individual and his relationship to the college. Each member of the staff who is employed full-time will develop a results-oriented plan for professional growth and development, in cooperation with his immediate supervisor. From these individual plans, as well as general surveys of staff needs, the college will invest its resources to develop the professional skills and competencies of its staff.

In the fall of 1974, WVNCC will implement its first coordinated, college wide program of staff development. The staff has expressed interest and enthusiasm, particularly for the in-service phase of the program. This format includes two weekend workshops on communications and human relations for the support staff; a three-credit-hour course in educational management at WVNCC for administration, with possible joint sponsorship by West Virginia University; a series of workshops and short courses on "Media in the Classroom," "Preparation of Learning Objectives," and "Computer-Assisted Instruction" for the faculty; and a professional reading seminar on current community college developments for all staff.

Linda Smith
Assistant to the President

Wilson County Technical Institute
Wilson, North Carolina 27893

Staff development at Wilson County Technical Institute has, in the past two years (1972-1974), been geared primarily toward in-service training in the systems approach to individualized instruction. This has been done through outside consultants (about 25 percent of the time) and through programs planned and conducted by the educational development officers of the four schools participating in the Title III consortium for individualized instruction.

A preservice workshop on the production of self-instructional materials is held annually. In addition, a series of nine packages comprise the orientation program for new faculty. This program, completely self-instructional and individualized, is revised annually and is implemented via a "buddy" system. Packages include topics such as: philosophy and purpose of the system and of the institution; learning about the state, county, and campus; how to fill out forms and reports; organizational and operational procedures; statistical student profile; faculty advisory system; student personnel services; MBO; and a list of community college terms and abbreviations.

A major problem has been that faculty have been able to sense little, if any, continuity in the program. Also, sessions have been poorly scheduled and faculty, therefore, have almost no motivation to actively participate, although their attendance is mandatory. Evaluation of the program's effectiveness (through interviews with each faculty member) has indicated a high degree of dissatisfaction.

Adele J. Gray
Educational Development Officer

Appendix C:
Conference Evaluation Report

The conference was evaluated by the Center for the Study of Higher Education through use of an instrument consisting of a list of 24 opinion statements and 4 open-ended questions. The evaluation form was designed to measure and evaluate six aspects of the conference: (1) adequacy of preconference information, (2) clarity of the rationale and objectives, (3) structure, (4) effectiveness of conference leaders, (5) conference materials and activities, and (6) participants' opinions regarding usefulness and relevance of the conference.

Items on the questionnaire related to each of these areas are included but were scrambled as shown in Table 2.

TABLE 2

KEY TO EVALUATION QUESTIONNAIRE

Aspect of Conference	Related Item Numbers
Preconference Information	1, 12
Rationale-Objectives	2, 23
Structure and Conduct of the Conference	3, 9, 11, 20, 21
Effectiveness of Conference Leaders	4, 13, 18
Conference Materials and Activities	5, 6, 7, 10, 24
Usefulness and Relevance	8, 14, 15, 16, 17, 19, 22

Participants were asked to respond to the statements using the following Likert-type scale:

NA	Not Applicable
1	Strongly Disagree
2	Disagree
3	Slightly Disagree
4	Slightly Agree
5	Agree
6	Strongly Agree

AREA I / Preconference Information

The items in Table 3 examine the adequacy of preconference information.

TABLE 3
ADEQUACY OF PRECONFERENCE INFORMATION

Item #	Item	Mean	NA	1	2	3	4	5	6
1	I received notice of the conference in sufficient time to make necessary arrangements in terms of logistics (i.e., travel, accommidations, arrangements at work, etc.)	5.5	1	0	0	2	1	15	26
12	The conference brochure and other information sent me by the conference center answered any questions I had.	4.8	1	0	3	2	7	23	0

AREA II / Clarity of Rationale and Objectives of the Conference

The following items reveal participants opinions regarding the clarity and acceptability of conference objectives.

TABLE 4
CLARITY AND ACCEPTABILITY OF CONFERENCE OBJECTIVES

Item #	Item	Mean	NA	1	2	3	4	5	6
2	The objectives of the conference were clear to me prior to the beginning of the conference.	5.0	0	0	0	1	8	25	11
23	The topics selected were appropriate.	5.0	0	0	0	2	9	21	13

AREA III / Structure and Conduct of the Conference

The following questions summarized participant reaction to the conduct and structure of the conference.

TABLE 5
STRUCTURE AND CONDUCT OF THE CONFERENCE

Item #	Item	Mean	NA	1	2	3	4	5	6
3	The physical arrangements (room, breaks, etc.) were comfortable to me and contributed to my effective participation in the conference.	4.8	0	2	3	0	6	19	15
9	The scheduling and conference agenda were appropriate for the conference.	4.3	0	2	1	7	11	15	7
11	The conference provided a good balance of listening, discussion, and informal interaction.	4.2	0	1	5	5	12	17	5
20	Considering everything, I had ample time for discussions with other participants.	4.2	0	3	2	6	12	18	4
21	The level of the program was appropriate for the topic and group.	4.6	0	1	2	4	8	21	8

AREA IV / Effectiveness of Conference Leaders

The following items deal with the effectiveness of the conference leaders.

TABLE 6
EFFECTIVENESS OF CONFERENCE LEADERS

Item #	Item	Mean	NA	1	2	3	4	5	6
4	The introduction of the conference was handled well by the conference leader.	5.1	0	0	2	1	2	24	16
13	The conference leaders did a good job.	4.9	0	1	1	0	9	23	13
18	The conference leaders were responsive.	4.8	0	2	0	5	10	12	17

AREA V / Conference Materials and Activities

The items in Table 7 reveal opinions about the materials used in the conference.

TABLE 7

MATERIALS USED IN THE CONFERENCE

Item #	Item	Mean	NA	1	2	3	4	5	6
5	The content of presentations, handouts, etc., was consistent with stated conference objectives.	4.7	0	1	0	5	7	23	8
6	The simulation exercise was useful in helping me "put it all together."	3.1	0	7	12	3	13	6	2
7	Conference speakers presented their material in an interesting fashion.	4.2	0	2	2	5	15	18	2
10	The presentations by conference speakers were relevant to my needs.	4.4	1	1	2	3	15	16	6
24	Conference speakers were very knowledgeable and well prepared for the topic.	5.0	0	0	1	1	8	21	11

AREA VI / Participants Opinions Regarding the Usefulness and Relevance of the Conference

The items in Table 8 were designed to gather information regarding the utility of the conference to the participants.

TABLE 8

USEFULNESS AND RELEVANCE OF THE CONFERENCE

Item #	Item	Mean	NA	1	2	3	4	5	6
8	As a result of the conference, I feel more confident in my ability to help develop an appropriate staff development program for my campus.	4.6	1	1	1	2	10	25	5
14	I gained useful information which I plan to utilize on my job.	4.9	0	1	1	0	13	16	14
15	I profited a great deal from both the planned and unplanned interaction with other conferees.	5.1	0	0	2	2	4	19	19
16	Conference objectives were relevant to my needs.	5.0	0	0	1	2	9	16	17
17	On the basis of "20-20 hindsight," if I were given the choice, I would elect to attend.	4.7	0	2	3	3	6	14	17

TABLE 8 (cont.)

Item #	Item	Mean	NA	1	2	3	4	5	6
19	I established contacts with a number of other persons which will prove beneficial in the future.	5.3	0	0	0	0	8	17	20
22	I would recommend that others in my position attend a similar conference if one were to be held.	4.9	1	2	1	2	6	15	15

Summary

Table 9 summarizes the conference by area and is a compilation of all areas of evaluation.

TABLE 9

SUMMARY OF RESULTS FOR ALL SIX CONFERENCE AREAS

Area of Evaluation	Mean	NA	1	2	3	4	5	6
Preconference Information	5.1	2	0	3	4	8	38	35
Rationale and Objectives	5.0	0	0	0	3	17	46	24
Structure and Conduct of the Conference	4.4	0	9	13	22	49	90	39
Effectiveness of Conference Leaders	4.9	0	3	3	6	21	59	46
Conference Materials and Activities	4.3	1	11	7	7	8	84	29
Usefulness and Relevance	4.9	2	6	9	11	56	122	107

Responses to Open-Ended Questions:

25. *If another similar conference were to be held, what additional topics would you suggest be included?*

Ways of approaching faculty members with the idea of improving their teacher effectiveness.

Job description of EDO; place of EDO in administrative structure; functions of EDO.

Identifying staff development needs—the basis of data.

Focus on practical, how-to-do-it sessions: how staff development is conducted at institutions; how threat can be minimized, opportunities maximized, faculty involved; how to begin a staff development program; how to integrate it into the rewards structure.

Perhaps papers on specific area of improving instruction within a broad framework of staff development such as CAI or performance objectives.

Staff development: the influences of collective bargaining; classified staff: model programs; low-cost, high-yield programs; trustees: motivating the board to support staff development.

Grants: how to write them, how to get them, what's available.

Organization for implementing staff development; reference materials on training.

Internal rap sessions for specialized job classifications, i.e. small groups of deans, EDOs, faculty, etc.; time and attention to specific things that have been done for particular groups such as clerical workers, maintenance, etc.

More time for sharing of ideas; stick to broad, definite subject.

More on models and planning; a review of industrial, business, and federal models for staff development; budgeting.

Innovative and inexpensive samples of programs; proposal writing.

Perhaps more attention to the evaluatory phase; zero in on how to make assessment of needs.

Appendix D:

Conference Registration List

BARBER, Max
Dean of Instruction
Piedmont Technical Institute
P.O. Box 1197
Roxboro, North Carolina 27573

BARRON, Benny
Dean, College of Basic Studies
Northwestern State University
Natchitoches, Louisiana 71457

BARTHLOW, Robert L.
Vice-President of Academic Affairs
Lehigh County Community College
2370 Main Street
Schnecksville, Pennsylvania 18078

BATSON, Robert J.
Professor of Administration
Sangamon State University
Springfield, Illinois 62708

BOLDEN, Otis L.
Assistant Dean of Instruction
Forest Park Community College
5600 Oakland
St. Louis, Missouri 63110

BOLL, Robert N.
Division Chairman of Humanities
Dundalk Community College
7200 Sollers Point Road
Baltimore, Maryland 21222

BRAINARD, Steve
Associate Dean
Kansas City Community College
500 Longview Road
Lee's Summit, Missouri 64063

BURNHAM, Peter
Coordinator for Staff Development
Prince George's Community College
Largo, Maryland 20870

BUTT, William G.
Academic Dean
Bay de Noc Community College
Escanaba, Michigan 49829

CHILDERS, Joe M.
Dean, Northeast Mississippi College
Cunningham Boulevard
Booneville, Mississippi 38829

CLOVIS, George A.
Assistant Dean
Parkersburg Community College
Rt. 5, Box 167A
Parkersburg, West Virginia 26101

CREAL, Richard
Lake Michigan College
Napier Avenue
Benton Harbor, Michigan 49022

CROCKETT, John H.
Assistant Director, Academic Affairs
Maysville Community College
Maysville, Kentucky 41056

CROOKES, Frank
Director of Instructional Design
Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49015

DAVIS, Esther R.
Educational Development Officer
Pasadena City College
1570 E. Colorado Boulevard
Pasadena, California 91100

ELLERBE, James H.
Director of Staff Development
North Carolina Department of Community
Colleges
110 Education Building
Raleigh, North Carolina 27611

FISHMAN, Florence
Associate Professor
Philadelphia Community College
34 South 11th Street
Philadelphia, Pennsylvania 19107

FRANKLIN, Wesley
Luzerne County Community College
Nanticoke, Pennsylvania 18634

FREEDMAN, Carol
Burlington Community College
Pemberton-Browns Mills Road
Pemberton, New Jersey 08068

GRAY, Adele J.
Educational Development Officer
Wilson County Technical Institute
902 Herring Avenue
Wilson, North Carolina 27893

GRIZZARD, Elizabeth
Dean of Student Development
Manasaus Campus
8820 Rixlew Lane
Manassas, Virginia 22110

HADDAD, Margaret
Educational Development Officer
El Paso Community College
6601 Dyer Street
El Paso, Texas 79904

HALLIGAN, John
Community College of Delaware County
Baltimore Pike & Thornton Road
Media, Pennsylvania 19063

HERNAN, Robert Emmett
Department Chairman
Community College of Philadelphia
34 South 11th Street
Philadelphia, Pennsylvania 19107

HOLLAND, Emory E.
Dean of Academic Affairs
Montgomery County Community College
340 Dekalb Pike
Blue Bell, Pennsylvania 19422

LAMMIE, Wayne D.
Acting Asst. Director, Resident Instruction
Shenango Valley Campus
The Pennsylvania State University
147 Shenango Avenue
Sharon, Pennsylvania 16146

LEEDS, Jeri W.
Instructor, Comp. Reading Program
Brooklyn College
Bedford & Avenue H
Brooklyn, New York 11210

LUDEMAN, Roger B.
Dean of Student Affairs
Beaver Campus
The Pennsylvania State University
Brodhead Road
Monaca, Pennsylvania 15061

MACLOSKY, Edward R.
Assistant Dean of Faculty
Springfield Technical Community College
One Armory Square
Springfield, Massachusetts 01105

McDOWELL, Richard
Executive Dean
Community College of Allegheny County
Boyce Campus
Monroeville, Pennsylvania 15146

McGINTY, James
Education Development Specialist
Ocean County College
Hooper Avenue
Toms River, New Jersey 08753

McMULLEN, Harold G.
Dean of Instruction
Lord Fairfax Community College
P. O. Drawer E
Middletown, Virginia 22645

MERRILL, Preston S.
Director of Educational Services
Mohawk College
135 Fennell Avenue
Hamilton, Ontario
Canada

MYERS, Byron E.
Associate Dean
Luzerne County Community College
Nanticoke, Pennsylvania 18634

NETHERTON, Jean
Dean for Instructional Services
Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

OTTO, David B.
Assistant Director
Beaver Campus
The Pennsylvania State University
Brodhead Road
Monaca, Pennsylvania 15061

PALLISTER, H. G.
Educational Development Officer
Assinboine Community College
Box 935
Brandon, Manitoba
Canada R7A 5Z9

PAYETTE, George
Assistant Director
Mont Alto Campus
The Pennsylvania State University
Mont Alto, Pennsylvania 17237

RINEHIMER, Byron L.
President
Luzerne County Community College
Nanticoke, Pennsylvania 18634

SALONY, James M.
Education Development Officer
Mt. Aloysius Junior College
Cresson, Pennsylvania 16630

SAYLOR, Paul
Division Chairman
Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

SCHAFER, Michael I.
Dean for Instruction
Muskegon Community College
22[illegible] South Quarterline Road
Muskegon, Michigan 49443

SHOUP, Charles
Associate Dean of Instruction
Jamestown Community College
525 Falcone Street
Jamestown, New York 14701

SINK, W. G.
Associate Dean of Academic Education
Davidson County Community College
P. O. Box 1287
Lexington, North Carolina 27292

SMITH, Linda
Assistant to the President
West Virginia Northern Community College
87-15th Street
Wheeling, West Virginia 26003

STONE, Gordon L.
Facilitator
Sault College of Applied Arts & Technology
443 Northern Avenue
P. O. Box 60
Sault, St. Marie, Ontario
Canada

SUTTON, Toby B.
Assistant to Dean of Faculty
Greenfield Community College
Greenfield, Massachusetts 01301

TERWILLIGER, Gloria
Director, Learning Resource Center
Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

THOMAS, Wanda
Director of Learning Lab
Community College of Allegheny County
Boyce Campus
Monroeville, Pennsylvania 15146

TIPPECONNIC, John W.
Vice President
Navajo Community College
Chinle, Arizona 86503

TREMBLAY, Charles H.
Department of Economy & Accounting
Community College of Philadelphia
34 South 11th Street
Philadelphia, Pennsylvania 19107

WEYRICK, Robert C.
Acting Dean
Community & Technical College
University of Akron
Akron, Ohio 44325

WILMS, Lynda
Education Development Officer
Pitt Technical Institute
P. O. Box 7007
Greenville, North Carolina 27834

WOOLLEY, Fred
Educational Development Officer
Sheridan College
1430 Trafalgar Road
Oakville, Ontario
Canada

Note on the Editor

James O. Hammons is presently a research associate at the Center for the Study of Higher Education at The Pennsylvania State University, where his responsibilities are divided between graduate teaching and staff development activities with the two-year colleges of Pennsylvania. His teaching responsibilities include a course entitled "College Teaching," another entitled "The Community-Junior College," and various seminars on topics ranging from "Management by Objectives" to "Instructional Design." Prior to joining the center staff, he was a program associate of the Junior and Community College Division of the National Laboratory for Higher Education with major responsibilities for developing training materials and conducting training for faculty members administrators, and educational development officers in community colleges. Before affiliating with the National Laboratory for Higher Education, he spent four years as dean of the college at Burlington County College, New Jersey, generally acknowledged to be one of the most innovative community colleges in the country. Other experiences include assistant campus director and acting campus director of the south campus of Miami-Dade Junior College Florida, two years in student personnel work at a vocational-technical institute, and university work in counseling and housing. In addition, he has taught at the community college and university level, as well as in the military. He has worked, spoken, or served as a consultant on 40 two- and four-year college campuses in the United States and Canada on a variety of topics ranging from faculty development to management by objectives to learning resources to facility planning. He has published several articles on equally varying topics and is presently writing a book dealing with case studies of successful faculty innovations in instruction. His degrees are a B.S. with a double major in mathematics and political science from Northwestern State University of Louisiana, an M.S. in College Student Personnel from Southern Illinois University, and the Ph.D. from the University of Texas in Community College Administration.

Center for the Study of Higher Education
The Pennsylvania State University

The Center for the Study of Higher Education was established in January 1969 to study higher education as an area of scholarly inquiry and research. Dr. G. Lester Anderson, its director, is aided by a staff of twenty, including five full-time researchers and a cadre of advanced graduate students and supporting staff.

The center's studies are designed to be relevant, not only to the university and the Commonwealth of Pennsylvania, but also to institutions of higher education throughout the nation. The present focus of the center's research falls into the broad areas of governance, collective bargaining, graduate and professional education, staff development, and institutional improvement as they pertain to community-junior colleges, vocational-technical institutes, four-year colleges, and universities.

In regard to the community college in particular, the Center has continually increased its attention and expanded its services over the past few years. Research on two-year college concerns and problems has grown significantly. Workshops, conferences, and related activities for community college personnel at University Park and and on individual two-year campuses have been promoted and arranged in increasing numbers. Finally, consultation services with community college administrators and staff have been made available.

Research reports, monographs, and position papers prepared by staff members of the Center can be obtained on a limited basis. Inquiries should be addressed to the **Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802.**

SELECTED PUBLICATIONS AVAILABLE FROM THE CENTER FOR THE STUDY OF HIGHER EDUCATION

Monographs

The College Student Grant Study, Jonathan D. Fife, May 1975.

Faculty Voting Behavior in the Temple University Collective Bargaining Elections, Kenneth P. Mortimer and Naomi V. Ross, with the assistance of Michael E. Shorr and Cheryl Toronyi, April 1975.

CUPIR: Cooperative Utilization of Private Institutional Resources: A Multifaceted Thrust for the Private Junior Colleges, S. V. Martorana, Eileen P. Kuhns, Richard M. Witter, and Alan J. Sturtz, October 1974 (jointly with the American Association of Community and Junior Colleges).

Innovative Programs in Education for the Professions, Larry L. Leslie, June 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. III, Curriculum, Graduate and Professional Education, Finance, Winter 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. II, Community College and Postsecondary Occupational Education, Winter 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. I, Governance, Winter 1974.

Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges, G. Gregory Lozier and Kenneth P. Mortimer, February 1974.

Variability in Faculty Perception of the Legitimacy of Decision Making at Nine Pennsylvania Institutions, David W. Leslie, November 1973.

Human Services Occupations in the Two-Year College: A Handbook, Theodore E. Kiffer and Martha Burns, May 1972.

Institutional Self-Study at The Pennsylvania State University, Kenneth P. Mortimer and David W. Leslie (eds.), December 1970.

Numbered Reports

The Higher Education Faculty of Pennsylvania: Selected Characteristics, Larry L. Leslie and James Creasy, July 1974, Report No. 24.

The Comm-Bacc Study: Postbaccalaureate Activities of Degree Recipients from Pennsylvania Institutions 1971-72, William Toombs, August 1973, Report No. 23.

Students and Unions, Neil S. Bucklew, July 1973, Report No. 22.

Compensatory Education in Two-Year Colleges, James L. Morrison and Reynolds Ferrante, April 1973, Report No. 21.

Pennsylvania's "State-Owned" Institutions: Some Dimensions of Degree Output, William Toombs and Stephen D. Millman, February 1973, Report No. 20.

The Trend Toward Government Financing of Higher Education Through Students: Can the Market Model be Applied? Larry L. Leslie, January 1973, Report No. 19. (Out of print.)

The Rationale for Various Plans for Funding American Higher Education, Larry L. Leslie, June 1972, Report No. 18.

Collective Bargaining: Implications for Governance, Kenneth P. Mortimer and G. Gregory Lozier, July 1972, Report No. 17.

Productivity and the Academy: The Current Condition, William Toombs, May 1972, Report No. 16. (Out of print.)

Exceptional Graduate Admissions at The Pennsylvania State University, Manuel G. Gunne and Larry L. Leslie, March 1972, Report No. 15.

The Quality of Graduate Studies: Pennsylvania and Selected States, Stephen D. Millman and William Toombs, February 1972, Report No. 14.

Reports 1-13 out of print.

Conference Reports

State-Local Agency and Community College Cooperation for Community Improvement: A Conference of State and Local Officials in the Middle Atlantic States, S. V. Martorana and James O. Hammons (eds.), December 1974.

The Fifth Annual Pennsylvania Conference on Postsecondary Occupational Education, Angelo C. Gillie (ed.), June 1974.

The Fourth Annual Pennsylvania Conference on Postsecondary Occupational Education, Angelo C. Gillie (ed.), August 1973.

Bibliographies

Community College Staff Development: An Annotated Bibliography, Terry H. Wallace, April 1975.

The University and the Arts: A Preliminary Annotated Bibliography, Ann Kieffer Bragg, May 1974.

Selected Bibliography in Higher Education, September 1969; revised April 1972; revised August 1974.

Occasional Papers

Larry L. Leslie, *A Case for Low Tuition*, November 1974.

Ann Kieffer Bragg and G. Lester Anderson, *Journals of Education for the Professions: A Preliminary Study*, May 1974.

Ralph L. Boyers in collaboration with Robert E. Sweitzer, *Collective Bargaining in Pennsylvania: A Summary of Collective Bargaining Agreements*, August 1973.

Naomi V. Ross, *Community College Teacher Preparation Programs in the U. S.: A Bibliography with Introductory Notes*, August 1972.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION